

***¡Sí, puedes!***  
**The Making of a Service-Learning Project**

An Honors Thesis (HONRS 499)

By

Chris Thornberry

Thesis Advisor  
Dr. Chin-Sook Pak

Ball State University  
Muncie, Indiana

May 2007

Expected Date of Graduation  
May 2007

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## **Abstract:**

The National Service-Learning Clearinghouse defines the term 'Service-Learning' as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" ([www.servicelearning.org](http://www.servicelearning.org)).

This project is a documentary of a service-learning seminar that created an educational video to better inform Hispanic high school students and their families about the importance of and preparation process for higher education. The video (approximately 20 minutes in length) contains the following six chapters that demonstrate not only the work which students completed, but also the personal transformations that occurred as a result:

- Introduction – introduces the students and their professor
- The Project – describes the project and approach to research
- Community Partners – showcases the partnerships students created with the Hispanic community
- The Production – chronicles the making of the video from concept to completion
- Reflection – presents student testimonies on the importance and benefits of the class
- Credits

As scholarship of engagement and immersive learning experiences become more popular, stories such as the one captured in this documentary will prove to be beneficial inspirations to students and teachers who consider taking on similar work in the future.

## **Acknowledgements:**

First and foremost I want to thank my advisor **Dr. Chin-Sook Pak** for her invaluable support and encouragement not only in this creative thesis project, but also throughout the two years that I have gotten to know her.

I would also like to thank the members of the class whom this video documents. Without the help of the following people this project would not exist:

**Julie Brunson  
Michelle Fullenkamp  
Katie Gillies  
Margarette Griffin  
Victoria Griffin  
Wade Guisewhite  
Denise Jutte  
Matthew LaFlash  
Loren Metz  
Laurel O'Donnell  
Cody Pagels  
Jessica Tindal  
and Sarah Welcome**

Also essential to this project were the community members and organizations that offered their input to the class video and in many cases this thesis as well. They are:

**Kay Bales  
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Honors College, BSU  
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Latino Student Union, BSU  
Diversity Policy Institute, BSU  
and Sociedad Amigos de Colombia (SADCO)**

## **Rationale for the Project:**

During my years as an undergraduate I have had a wide range of classes with varying teaching styles, structures, and course loads. Some of these classes have been incredibly rewarding, thought provoking experiences while others have not. One of the former took place during the spring semester of my sophomore year. The class was another honors colloquium, which was titled *¿Hablas español? Connecting with Our Hispanic Community*. In this class students were paired with Hispanic community members of all ages with whom they would work on various tasks ranging from tutoring elementary math to helping a Spanish-speaking parent improve their English skills.

This class impacted me more than any other single class in my entire scholastic career. Learning about the immigration process through both traditional reading and lectures as well as first hand through direct contact with the Hispanic community was an experience like none other. It is for this reason that when Dr. Pak told me she was holding another such seminar that I jumped at the opportunity to be a part of it, despite the fact that I had already completed my Honors College requirement of taking two colloquia.

The idea to create a documentary following the class was a suggestion on behalf of Dr. Pak that I immediately knew I would have to do. Having been so deeply impacted by the class two years before, I knew a video such as this could have a

significant importance even if it encourages only one other person to take on a service-learning project.

The project began with the first day of classes in the spring semester of 2007. With camera in tow, I headed to that first class period to meet my classmates. I frequently filmed random class lectures to capture a variety of the in-class moments that were but a small portion of this class. While I filmed all semester leading up to finals week in the early days of May, most of the filming was done outside of the classroom. From meetings with community partners to interviews with service-learning experts, the production of this video was not limited to Muncie, but rather took me (and many classmates) to Indianapolis, Geist, and even as far as Terre Haute.

As with any video, there was much footage that was shot but never used. This is evident from the nearly 70 pages of interview transcriptions that are located in the back of this binder. During the process of making this video 13 one-hour long high-definition digital video cassettes were used – some of these used multiple times once we had run out of fresh tapes.

Since filming was done up to the last point, the editing process was also an ongoing endeavor. Throughout the semester I constantly carried copies of the interview transcripts, highlighting strong quotes and scribbling makeshift scripts on whatever I could whenever I had the time. It was a slow progression, but piece-by-piece the video came together in this fashion.

The final chapter was completed on Wednesday, May 2<sup>nd</sup>, 2007, three days before

I am to graduate. To some this might seem like a typical case of procrastination, but it was actually a necessary move for this genre of video. As I was making a documentary on a class, to have the documentary completed before the class itself was over would be impossible. This final chapter, titled *Reflection*, required an entirely new set of interviews to be conducted with the students of the class. Then just as before transcriptions were made, followed by a script.

The final video was shown to Dr. Pak and interested members of the class on Thursday, May 3<sup>rd</sup>, 2007. To the students it was condensed version of a semester of hard work. To the professor it was another successful project completed, with more students enlightened along the way. And to me it was a great feeling of relief, as I had been worried about capturing the true message of the course.

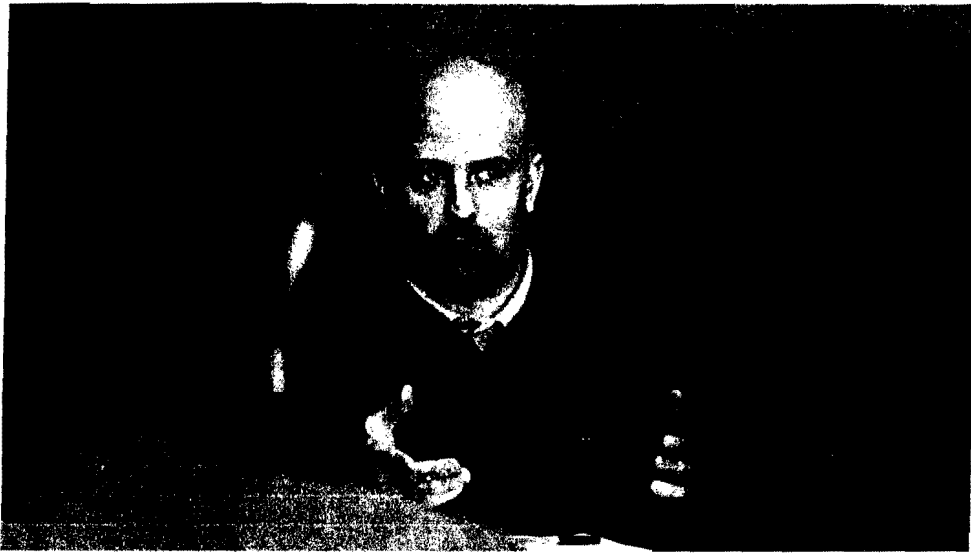
With a final product now in hand, my advisor and I are now seeking funding with which duplications of the video will be made and copies distributed to service-learning organizations nationwide in the hopes that this story can inspire students and teachers alike to undertake a similar project and help build stronger relationships between the many communities to which we all belong.



## **Transcripts:**

The following transcripts were created throughout the semester as interviews were conducted for the video. These 69 pages of transcriptions comprise nearly twenty interviews from which the video's storyline was driven.

## Transcription: John Broyles



### Law Office 1

**0:00** Pak: Ok, well why don't we go around and we'll introduce ourselves. Tell your major and share something you want to share with John.

Wade: Ok, my name's Wade Guisewhite and I'm a computer science major and what else is pertinent information?

Pak: He keeps, how many students, under control in the residence hall?

Wade: 57. Pak: 57 rowdy students.

John: All I want to know about is that show that they're filming in Muncie, whats that thing called?

Katie: Armed and Famous, they already took it off the air, couldn't compete with American Idol.

**1:09** John: Alright, so youre a CS major, what do you want to be when you grow up?

Wade: I want to go into network administration.

John: I used to do that, great, excellent career, I wish I was still doing it.

**1:22** Michelle: I'm Michelle Fullenkamp and I'm a history and Spanish major.

John: History, there was an interesting thing on NPR, they're going around to elementary schools and teaching kids that everything is part of history. That paper that they turned in or that homework assignment can actually be considered history, you know, because, and theyre showing them examples of documents that they've found from long long times ago and how valuable they are and kids really think its cool. Great, alright.

**1:58** Marggy: I'm Marggy Griffin and I'm a telecommunications major.

John: Whats that mean?

Marggy: Well, if you go to Ball State and you want to work in television or film you're a tcom major, or radio or something like that. You know, we don't have a film major.

John: My roommate was a, he's a producer on, he worked for David Letterman and now he's on Charlie Rose.

Marggy: Dave Letterman went to Ball State, I don't know if you knew.

John: He didn't go to Ball State. Marggy: David Letterman did.

John: Yes I know.

Marggy: Oh, I have a twin sister, that's pertinent.

**2:30** John: Oh, excellent, I'll try not to get you confused.

Katie: I'm Katie Gillies, I'm a Spanish education major and I'm from Chicago.

John: Do you know 75% of all language students in the United States are either studying Spanish, French or German? Did you know that?

Pak: I'm not surprised.

John: I just learned that statistic today.

## Law Office 2

**0:05** Sarah: I'm Sarah Welcome, I'm a criminal justice major and something pertinent would be, I'm interested in a possible internship.

Pak: She is currently actually working for a law firm in Muncie.

John: How do you feel about the death penalty? There's a very heated debate on the subject sponsored by one of the groups here in town over the weekend where a professor, 'name', which is one of the, he's also a state representative from the Indianapolis area and they were debating the merits and the benefits, the pros and cons of the death penalty and 'name' is a strong opponent to the death penalty and he's an interesting guy because he has a duel, he graduated in the top of his Harvard law school class, he also graduated at the top of his Harvard medical school class. So he has a joint JD and MD from Harvard where he was valedictorian in each class, which is kind of phenomenal. Very bright guy. And he's odd because he's so bright like I went and met with him when 4437 was working its way through the, a version of it, was working its way through the state house and we were trying to strategize on how to oppose it and I come and meet with him and he looks like he just got out of bed. He never buttons the buttons on his shirt sleeves which is very frustrating because they are always flapping, but I guess that's what intelligent people do.

**1:46** Denise: My name's Denise Jutte and I'm majoring in accounting and Spanish.

John: You didn't answer my question if you were pro or con.

Sarah: Um, probably more pro-rehabilitation, but I'm not 100% decided yet.

John: Ok. You're majoring in accounting and Spanish? Excellent.

**3:09** John: What is everybody's political persuasion? So I can decide what side of the fence I want to take during our little discussion. Are we a conservative?, are we liberal or...

Katie: I'm liberal.

Laurel: I like to sit on the fence.

John: There we go, I'm a fence sitter myself.

Wade: I'm quite liberal as well.

John: Has anybody developed any notions about immigration? Whether they're pro immigration, against immigration. Do you tend to side with Bill O'Reilly more than you would side with say Ted Kennedy?

Marggy: I don't think I'd ever side with Bill O'Reilly.

**4:04** John: I was gonna play a segment, a video clip, to try to be more entertaining and I opted against it, but, from Bill O'Reilly's show because I think immigration and American society usually find people that, there are very few fence sitters, you'll find people more at the polar extremes. They are either very much in favor of immigration or very much against it and if you talk it to either side I don't think either side can either tell you why they're either for it or why they're against it. And the biggest thing that we find about immigration, particularly from somebody who's deeply invested in this subject, is very few people learn very much about it. And much of what they think they know is incorrect. I often use, I have an ongoing date with my mother in law, everytime shes in town and she just happens to be in town again today, leaving tomorrow, over these subjects. And she is very, shall I say, she should've been George W. Bush's mother and when I start to challenge her about some of her beliefs on immigration and some of her blanket statements she makes about immigration I get a sense that she has no idea at all about the process, whats involved and what are the core underlying beliefs of our legal system towards immigration.

**5:45** And you know, she felt forever there was just some sort of imaginary book somewhere that these people should go sign. She said why don't they go sign the book and become legal? Because isn't that how we do it? And I think people have this vision of immigrants lined up at Ellis Island standing neatly in line with their suitcases and their kind of ragged clothes after just getting off the boat and making their way to a guy with a, at a table where they sign a piece of paper and miraculously welcome to America, you're a citizen and they see the statue of liberty.

**6:22** And for I think immigrants today it is nothing like that. And we are a giant government bureaucracy and I think if most Americans realized the welcome matt that we roll out to most of our foreign nationals you'd probably be ashamed that this is the process that they must go through today in order to obtain legalization. Anybody know how you become a lawful permanent resident in this country?

**7:05** 'student discussion, guessing time it takes'

John: 5, getting closer, 4, no. Alright, there are only really 3 ways you can become a permanent resident or a green card holder. Why do we call it green card? Who knows? The card started out pink, today they have a little green stripe at the top. But there are only really 3 mechanisms in which you can go through.

**7:44** Number one, either through a family member and it's a very limited number of family members who can act as your sponsor for you to become a green card holder.

Your spouse, your parent, or your brother and sister who is a US citizen. Those are the only family members, aunts, uncles, cousins, grandparents, they can help you legalize and come to this country. So, we have very limited family categories in which family members can become green card holders.

**8:20** The next group is through employment. Are doors are always open for US employers recruiting foreign workers as long as we can show certain things, that we aren't going to impact US workers negatively if we offer this foreign worker a permanent job.

**8:37** And then the third way to a green card is through some of our miscellaneous programs. Asylees, refugees, does anybody know the difference between an asylee and a refugee? An asylee is somebody who is here who is claiming that they want to stay because they claim persecution, a refugee is somebody who has claimed persecution at one of our US embassies or consulates worldwide who wishes to immigrate here and be granted refugee status to do so. So asylees are people in the country, refugees are people outside the country.

**9:11** We also have some other special programs that we have allowed legalization or green card status under the Nicaraguan and Central American Relief Act, which when many of the countries in Central America, El Salvador, Guatemala, Honduras, were going through wars in the early 90s, late 80s, we created a program that those who had come to the United States before a certain date and were fleeing persecution would have streamlined processes in which they could apply for permanent residency or a green card.

**9:48** Typically once you obtain your permanent residency you must be a permanent resident for at least five years before you can apply for citizenship. The application process of applying for citizenship is what we call naturalization. And what is the single difference between a person born on the soil and a naturalized citizen?

'You can't be president?'

Exactly. You can't be president unless Mr. Schwarzenegger gets his way and pushes through an amendment to the constitution that allows naturalized citizens to run for presidency. But right now that is the only primary difference. One other difference is that a naturalized citizen can be denaturalized through a process of taking their citizenship away from them if we can produce evidence that there was procured through fraud or some other illegal means and US citizens born on the soil, we're stuck with 'em. They're ours forever.

**10:54** And that is something that Mr. O'Reilly refers to as the anchor factor. Does anybody know what an anchor is?

'student comments'

No, it is the offspring of illegal aliens in the United States and that he so eloquently refers to as anchors. And there are several bills around the country and California being one of the states who are wanting to eliminate and actually amend the constitution to not allow birth on US soil to an illegal alien to grant you citizenship. Because they think that many or some foreign nationals are attempting to come here and

have their offspring only to set roots down that will eventually cause them to be able to get some form of legal status.

**11:55** The interesting concept that I strain to believe that that's possible is that it takes 21 years before that child is going to be able to procure any sort of immigration benefit for the parent. So that is really thinking in long terms. And I find that most of my clients that are coming here don't think 21 years in advance much less sometimes 21 days. So I'm not sure that this notion of dropping anchors in America is that big of a concern that we need to go thinking about amending our entire constitution for the purpose but some people seem to think so.

**12:37** Byt those are really the only three ways that we have people that legally reside in this country as permanent residency. Its either gonna be through a family member, through an employer, or through a through a miscellaneous way, an asylee, refugee, somebody that's fleeing persecution. Nicara, HIFRA, the Haitian American relief act, and programs like that. Questions about that?

**13:06** Laurel: How long does one of those processes usually take? Cause you said it takes five years . . .

John: Once you get your green card, but how long does it take you to get your green card? Well lets say that you're a Philippino and that your closest relative is your brother whos a US citizen because he just happened to be one of the lucky anchors that got dropped while your parents were studying in America or that your dad was working here at one time and your brother was born in America and you weren't. And so you have an American citizen brother living here and he wants to petition for you. So he would, in order to get a green card, so he would file an I130. Now, who can guess how long its going to take her before she will be eligible to walk into the US embassy in Manila and pick up her green card, after her brother files the application? He's mailed it off, licked the stamp, the envelope, sealed it, gave it a kiss, its gone. Its now off in Nebraska because he happened to reside in Muncie, Indiana, so he sent it to the Nebraska service center. How long is it going to be before you're stepping foot on American soil?

'Students guess years'

**14:38** Who would say 23 years? That is the current backlog for folks from the Philippines who are filing in our fourth preference category which is the brother/sister of a US citizen. Why does it take so long? Because we only give out so many green cards a year. Congress says in their infinite wisdom, we have 450,000 green cards to give out to family members and we put family members into categories. The unlimited category is the spouse and the parents of US citizens. As many of them apply they get to get a green card immediately and they use up about 300,000 of the green cards each year. That leaves to the other 4 categories only about 150,000 green cards each year. And we give them out so many to each category and they trickle down.

**15:36** So, if you're a first preference category, which is the adult child of a US citizen, you'll probably come sooner. If you are the spouse of a lawful permanent resident,

somebody who's just got their green card then decides to get married, which is a bad decision, because your spouse is not going to get to join you for about 7 years while you wait for them to, for their visa to become current given the backlog.

**16:05** And we treat 4 countries of the world differently. China, India, Mexico, and the Philippines. They are even given fewer green cards out of the 450,000 allotment because more of their nationals have immigrated here and we're all about what? Diversity, melting pot. So, somebody being petitioned for by their Philippino brother will potentially wait 23 years. The job of an immigration attorney is to figure out a different way around that. And what we have to do is look to some of the other categories. Lets see how long it would take in the employment-based group. If we can find them an employer wishing to hire them, how long would it take there? Any guesses? Class participation points.

Wade: I'm assuming it would be a lot less time because if they wanted to get a job then . . .

John: It depends on what skills you have and how smart you are. We are a very, we have used our immigration laws historically to our advantage. Why is America a super power? Why are you guys able to sit here around \$10,000 table and enjoy prosperity and you know wear nice clothes and not have to worry about, you have running water in all of your dorms and you don't have dirt floors and you know paint on the wall is not a luxury it's a necessity and everybody having an automobile is a necessity and not a luxury. Why is that?

**17:57** Tori: Are we getting like super political?

John: Yes.

Tori: Like mean?

John: Yes, lets hear it.

Tori: Because I'd like to, we're a young country that's one thing. We like to . . .

Pak: We're greedy.

Tori: Greedy's good, we like to blow people up and people who are in our way we like to get them out of our way.

'Discussion continues'

**18:39** John: Are we so successful because we're bullies is that what you're saying? In essence we're successful because we're bullies. I don't think that's it. It's a point, but if you go back, whos my history major here? Katie, no Michelle, Michelle is my history major. I mean, theres several book out there and I encourage all of you to be well read because it will, reading is you know, you go back to that book, everything I needed to know I learned in kindergarten, I mean learning to read is . . .

**19:22** There is, with any society, with any civilization there's always been certain tipping points that you can point to as being a pivotal point in time that caused that civilization to advance or decline and there have been several pivotal points in American history that has led us young Buxton teenagers to become so successful and one of those points in time was World War 2.

**19:52** What did we do in World War 2? We could have lost. I mean heck we were outnumbered. And we've always shown in wars since then when we're out numbered we tend to lose. I mean we didn't do such a hot job in Vietnam because the Chinese started fighting for the North Koreans and we were going to have a tough time in that particular war, but what did we do in World War 2?

**20:22** Not only that but we got something in World War 2 that no body else had. And what was that?

Laurel: Nuclear bomb.

John: We got an atomic weapon. And how did we get that?  
'scientists'

John: Our scientists? How many Americans were on the team that created the atomic bomb? (shows 2 fingers) The majority of the folks that were on the team that created the atomic bomb were Hungarian and German scientists who were Jewish who were expelled from Europe and who welcomed them with open arms? And what did we get for it? Albert Einstein wrote a letter to then president of the United States, Woodrow, no who was it? FDR and said this is what we should be doing with these people and this is why they're so valuable. And you can search that and find that letter on the internet and its like one of those turning point letters that he convinced a president that this was a worthwhile objective to go after and we got a bomb.

**21:40** And with that bomb we were able to gain some form of supremacy. We ended a world war with that weapon and we engaged in a long period of prosperity that would last for five decades. And advanced America to a point in the world where we are a super power. Now, what have we always done with out immigration laws?

**22:10** We've always used it as a mechanism to attract the world's best and brightest. You will see some José's and some Juan's out here that, its all around us, you know this whole debate over illegal immigration and the folks that have come here illegally. Why did they come illegally?

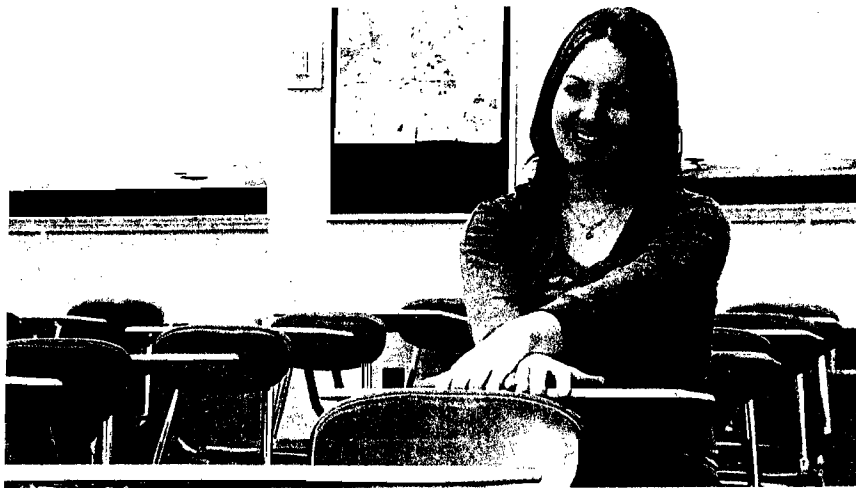
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**22:35** Well, the jobs are the giant magnet that's attracting them, but why did they come illegally? Why didn't they go in and get a visa and come here? There's not a way. Its not that we wont let them, there is just no visa. The minimum threshold for a temporary worker to come to this country is a bachelor's degree. None of you at this table that don't possess a, do any of you have bachelor's degree yet? You wouldn't be coming here if you were born in a foreign country to work because we do not have spots available to semi and low skilled positions, anything less than a bachelor's degree for a temporary worker who wants to come here.

**23:17** And so there aren't opportunities for somebody in Mexico. Another interesting segment on MSNBC theres talk that we are going to have this massive immigration reform bill coming and that we are going to create this free enterprise work zone stretching from Mexico to Canada and that we are going to have the free flow of people and workers between the three . . .



## **Transcription: Julie Brunson**



**0:30** Ok, my name is Julie Brunson and I am a psychology major with a Spanish minor. Its my second year here and that's all.

**0:55** I took this class because I thought it would be a good opportunity for me to improve my Spanish. A lot of the Spanish class that I have been taking here haven't given me a lot of experience with actually using Spanish and applying it to real situations and so I was interested in that and also I was interested because it would give me an opportunity to work with the community and help people in a service project the best that I can.

**1:37** Its been a lot more work than I have expected, but I think its worth it. And I think that as we go it probably wont seem as bad as it does right now. The guest speakers that we have come in I think is a unique experience for us and I think its beneficial. Overall I like the class, I think the way its structured is the best way that it can be to help us in the way that the class is set up, like if it was set up like a normal class with lots of structure, I don't think we would be able to really accomplish anything because our creativity would be stifled or something, I don't know, I like it.

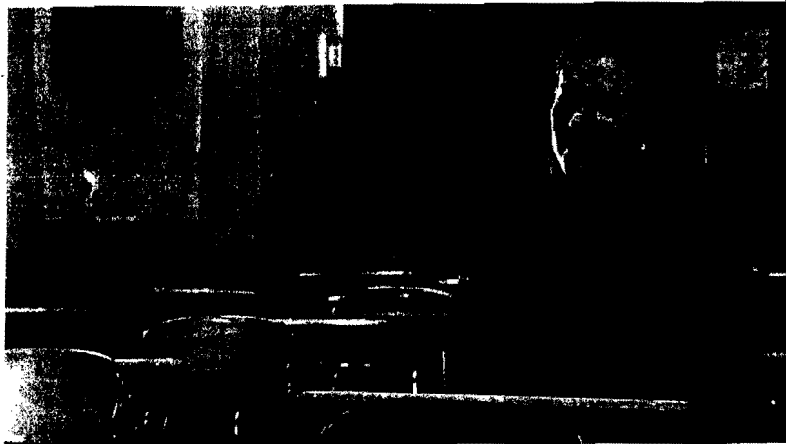
**2:42** I have never taken a service learning class before, I've done some volunteer work in the past, I would like to do more, which is why I was interested in this class.

**3:15** Well, the first time that I tried to Roberto, I actually got a hold of I think it was his sister and she answered the phone in Spanish so we talked in Spanish and there was a big miscommunication because she told me that Roberto was in Kentucky and that she didn't know when he would come back and so I didn't know what to do, since my partner wasn't even in the state, but it turns out that she was talking about her father who is also named Roberto. So, I was able to get in contact with Roberto and Jessica and I met with him and we got to know each other, we just kind of talked about what we were interested

in and what he needs help with and it all went really well. I'm excited to work with him again.

**4:08** He says he needs help mostly with English. He flunked his English class last year, or last semester, so he's gonna have to retake that. He's, he mostly needs help with the vocabulary and spelling and grammar, which are things that we are going to work on. I think we can help him with those. And he also need help with the kind of stuff that's on the ISTEP so he can pass that.

## **Transcription: Michelle Fullenkamp**



**0:02** I'm Michelle Fullenkamp and I am a sophomore here at Ball State, I am studying history and Spanish and I am currently assisting Dr. Pak in this Spanish colloquium.

**0:19** I actually took the colloq last spring with Dr. Pak and it was a little bit different, there wasn't a video project it was completely service oriented. So, it was slightly different, but she asked me if I would be interested in helping her out this year planning and then doing the spring semester of the colloquium. So, I agreed and so I am taking the class as well as helping her.

**0:55** Well, in the fall we started off by brainstorming all the different things, the information that we are going to need to compile to go about making a video concerning education with Hispanics, so one of the first things that I did pretty much throughout the semester what I began doing was finding information on Hispanic youth and statistics on their graduation rate, their test scores, everything from what their family situations are to what their aspirations might be and how many students are – hispanis students are – in grad school and those sort of things. So, pretty much all semester I compiled information for that to – which is now our course pack and that's so the students have a good background on the audience that they are going to address and we also included information on immigration in general just so that the students have an idea about what the communities needs are in addition to the student's needs.

**1:59** So, some of the other things that we were looking for was a community partner, we needed a community partner and Dr. Pak actually received an email from SADCO and they were interested in having their website updated and so she decided to go ahead and partner with them. Most of that has been worked out really recently and just – we've been considering things such as what Hispanic scholarships are out there and what sort of educational aids are out there what sort of advice can we give Spanish students when they are preparing for college which, which kind of financial advice, what are the steps, what are the course curriculum do they have to meet to graduate and go on to college?

**2:52** Yeah, definitely, theres a lot to be learned before they can I think really address seriously what they are doing and before we can even begin to think about what the video is which really kind of scares me still. I think that's the most scary part. And since I've worked with – ive worked with Ernestina and her daughter for a year now, so I am really used to talking to them and Ernestina's on speed dial now because I talk to her a lot, but the idea of doing a video is very intimidating because I have no – don't know anything about technology so. And just being able to put all the information into just 15 – 20 minute segments is a little intimidating. Cause theres a lot of information to think about when you start thinking about going to college and just graduating from high school if your parents have never done that.

**3:53** And in just a few months too. So, it's a big undertaking, it's a challenge.

**4:23** We haven't divided into teams to start filming and we don't even have a list of who's gonna be on it, so that should all come together. We have a good start . . . some high school students to work with so . . . that's actually one of the funny things when we first started working together she wanted me to look at the population of Hispanic students in the high schools around and there aren't very many Hispanic students in the high schools just around here. So, they're more concentrated I think around Indy.

**5:40** I don't mind normal classes, or normal structure, it doesn't really bother me, but for this class I feel like I have – the Spanish that I use is a lot more practical. Whereas in grammar I'm learning all the rules that I need to really utilize my Spanish, here I am actually practicing it in an environment that's realistic and challenges me to speak it a lot and write it and so its a lot more hands on. And its a lot more overwhelming I think too, theres more involved in this class than normal classes. Its not like you just whip out your book and do the exercises and then put it away, kind of like before you go to sleep at night youre thinking about what you can do or service tasks and things like that so it doesn't really ever go away when youre working on something like this.

## **Transcription: Michelle Fullenkamp**



### **Michelle 2 Interview**

**0:08** The idea for this class really started out last semester. Dr. Pak taught another service learning colloquium where students mainly engaged with the Hispanic community and that was the main project of the class was to spend a certain number of hours every week with their Hispanic partners and to develop that relationship for both parties to benefit. And in doing so students really found that the process, just, a semester was not long enough for students to really make an enormous difference in the Hispanic community and really bridge the gap that between the American communities and this other sector that really the Hispanic community has been really built up to a separate sector from other communities and so at the end of the semester students reflected upon what can we do, what could we really focus on to change that and one of the things that they decided was really important, that really helped the Hispanic community would be to focus on education because through education you can have, you can pull yourself up by the bootstraps basically.

**1:44** So they chose, we decided that education would be the best issue to focus on and then the other thing was how can we have a really broad impact with our service learning colloquium. And the thought was a video. And so we decided to do a video to help Hispanic youth in high school go on to college and inform them, what are the loop holes you have to jump through to get to college, how do you fill out an application, how do you pay. And once we have that idea, we had to address, how is this going to benefit our students in the colloquium and I think it really opens up students eyes to, especially if you come from a family background where either education hasn't really been a problem, or your family has supported you and so you've been able to go to college. And while maybe it's a struggle, you don't necessarily think about what other people have to go through.

**2:47** And this class in a way addresses how much we need to improve education in America and what we as students can do to help improve that area.

**3:58** When Dr. Pak first asked me to help with the class and she said I wanna do a video, I said, whoa, I don't know anything about videos, are you sure you want me to help you? And she said, yeah, we'll learn together. And so I was like, OK, I really feel passionate about this work, so OK, I'll do it. So it was very intimidating the idea of, we are going to do a class, making a video and I don't know anything about it. And she didn't really either and I think she just kind of trusted that we were gonna find some Tcom students to also enroll in the class and mostly students who had some sort of Spanish background in addition to other majors.

**4:52** . . . and make it work. And I think in doing that you need to, in not just having tcom majors, it really helps the quality of the video because bringing lots of different backgrounds together and lots of different ideas and perspectives enhances the final product and enhances the process and just like, if you're just around, like if I'm just around history people all the time then it's a totally different situation than being around, seeing your point of view from Tcom or seeing someone's point of view from psychology or education. I think it really helps and I think once we get into our majors really the upper classes we tend to just be around those people and I think that it really helps to interact with other majors outside our area and see what is going on on the rest of campus. And what are other opportunities for jobs and careers and maybe isn't just restricted to your major.

**6:41** So we wanted to have a very broad audience for our video obviously in Indiana and we wanted schools to have the chance to see our video, but we didn't to send it to just any school, any high school. We wanted to make sure they had a sign – fairly significant Hispanic population which we defined as 50 students or more. And to find those schools we actually went online. There was a web – I think there were a couple different websites you can go on and look at. Schools by county, and look at the high schools in terms of what their diversity, their population of each group is. So, African Americans, Hispanics, Whites, and or multiracial was another group, so we could pretty much narrow it down to which schools had about 50 students and once we did that we came up with a list. And about 5 or 6 of us divided the list up and sent out, some of us sent out emails, some of us called. I actually started off calling the schools and found out that it was really a much more productive way to send and email even though you would think that it's more personal to call on the phone, but

**7:57** Counselors respond to emails much better. We sent out emails and we got some, I think some of my best responses were from emails, where they were like, yes, we're really interested, thanks for sharing and I got to talk to a few people I think maybe over the phone it's a little intimidating to just talk to someone like, ok, yeah we're interested, but we did get some people that way too.

**8:22** Another way is just kind of Hispanic organizations that maybe friends knew about in their community. I had a friend who was from Madison, Indiana and she had worked

at a Hispanic community center and she said, you know, I know this woman, would you like her email address? And so that was one way and so also the Hispanic community center in Anderson or finding organizations through our community partners like SADCO, the had, you know, Carmen DeRusha had sent us a few contacts that we did end up email to see if they would like a video as well.

**9:00** And so we ended up, the list is maybe like 65 different places that we are going to send it to other than the people who helped in the video and we just got their addresses and made up a list and everyone in the class helped address envelopes and I think that it will be going to all over Indiana instead of just – its not going to just be Muncie, its – we're sending it to southern Indiana and northern Indiana and South Bend and places like that. So I think that's exciting that I think we have succeeded in kind of taking it to a broader audience and also steve ramos one of our – someone who helped with the video in terms of interviewing actually is going to take it to I'm not sure, some sort of board of directors meeting in Florida, so that's awesome. So that will definitely give us some more publicity.

**10:42** So on Wednesday in class we all took about 5 envelopes and addressed them to each of the people we had on our distribution list theyre all – the envelopes are ready we are just waiting on the dvds to come in on Monday and we have a little survey to go in with the DVD and we're – a few class members and Dr. Pak are going to put those all together next week. And by Friday when finals are all over those should be sent out and hopefully our community partners that we have found will be getting them sometime next week. The week of May 9<sup>th</sup>, somewhere in there. So it should be good, they will get them pretty quickly and they'll have them to start showing their students.

**12:03** This class turned out to be a lot different than I expected, I'll just say that. It was very different than our last class. People in the previous semester perhaps were a bit more talkative and I wasn't always sure in class if people were really – what people were getting from the reading cause a lot of times I think people didn't feel comfortable speaking up. But um, and the other thing was I think people were fairly shy maybe it was because we were a big group, or I'm not really sure, but I didn't always feel like we had the best interaction that we could have, until the end. Until after we did interviews and that sort of thing. Then I think the ice, somehow the ice was broken and people were more gung ho or something I don't know.

**13:13** And another thing that I think was slightly different was the service projects. We didn't get to share as much about what was going on. We didn't talk as much about what problems we were having or what we could do to improve each meeting with our partners as we had in the previous class and so I didn't always feel like I knew what other people were doing and didn't always feel . . .

**14:05** But in terms of the video, and coordination, it was actually very frustrating, and it was a lot of work to coordinate interviews and getting people together and cameras together and being like ok do we know what we are doing? I hope so. And sometimes I think Dr. Pak was very busy this semester and so sometimes I didn't, it was, I think

everyone was extremely busy and just this class was a huge demand and so sometimes communication wasn't always there. But in the end, despite all those sorts of complications.

**14:49** I think that the final product ended up being way better than I ever imagined it could be and I felt like . . . I was really impressed with how much the production team committed to the video and I was really impressed with how much time people put in at the very end to make it a success. P1

**15:15** I hope that in the process of making the video that the students didn't lose the idea of connecting with the Hispanic community because I think sometimes I felt disconnected with – its hard to connect video production, which is a totally different, like totally different focus and still have in the back of your mind the reasons why you are doing this, why am I doing this? Because you get caught up in, oh this has to be done, and this deadline has to be met, and oh we need to make Spanish subtitles now and so

**16:00** And I just hope that now as the semester ends that and the productions over that students can kind of put the two together.



## **Transcription: Katie Gillies**



### **Katie Interview 1**

**0:10** I'm Katie Gillies. I'm a senior Spanish education major at Ball State.

**0:21** In the past, I was part of a service learning project that involved creating Spanish education courses in Motivate Our Minds here in Muncie, which is a not for profit educational organization for children. I was in charge of designing their curriculum and basically teaching Spanish classes every week to student's grades first through fifth.

**0:58** In regards to how the class is going so far I think that . . . at first I was a little nervous because I didn't really know what to expect, especially from the aspect that this is the first time that I'd be tutoring somebody in English not a foreign language or another school subject – little nervous about that part didn't really know what to expect or how to teach that. In addition I think that undertaking a video project is a big responsibility and I have no experience in making a video. So, I think that nerves at first were pretty high but once we started and got to know everyone it makes it a lot easier to sort of ask for help, ask the teacher what you want, get help from Michelle making worksheets and basically any assistance that you need and I think that our involvement in the community especially, especially right now I am tutoring a woman in English and just seeing what impact it will make to her whether I am good or bad at tutoring I think that she's going to learn and she really appreciates the help. Just, I helped her even plan a birthday party for her ten year old. Those little simple things that I take for granted that she really needed help with.

**2:27** At first when I met my community partner her name is Lucero and she is a mother of five, four of the children live here and one lives in Mexico and she is a widow. And she originally, when she came from Mexico she lived in the Chicago suburbs in Cicero which is a pretty predominantly Spanish speaking area, then when her husband, I don't know if he died in Chicago or here, but basically they moved to Muncie so she could be closer to family and her frustrations that she's encountered is that very few people here

speak Spanish. The services available are very limited and especially she has help from this class, from Dr. Pak, but overall the assistance that she needs is not there. She necessarily can't afford to go take English lessons somewhere. She's very smart, just talking to her you can tell that her intelligence is very high, but she can't speak English so she can't go to college so she can't get a degree. Sort of a sequence of events that she can't seem to fulfill and her English, I think she understands a lot more than she can speak but that doesn't really help her too much. All of her children speak English fluently. I think her youngest is five or so, José I think is his name, and he speaks English but you can tell that he doesn't really know how to respond in certain situations. If we're speaking English and his mom is speaking Spanish he doesn't know which language to start in.

**3:52** So every week I tutor her in English.

**4:12** Cicero and a lot of Chicago suburbs in general are very predominantly Spanish speaking or even if they're not predominantly Spanish speaking there's a Spanish speaking supermarket and a Spanish speaking hair salon and things like that so I think it's good and bad in a way so she could get everything done that she needed to but at the same time the English aspect wasn't there as well so while she was surviving in the community and thriving the steps that she would need to make it somewhere else weren't there.

**4:53** But I think it can both aid and be detrimental at the same time. Because you are in a community that is comfortable for you but at the same time your kids are growing up in a community that is English speaking so somehow you are gonna need to bridge that gap.

**5:23** Well, this class is rather unstructured. We have a syllabus, we have things that we need to do, but at the same time Dr. Pak makes it so we can go in different directions. Sometimes this is great because you know, you get your homework out of the way and you can focus on the things that really matter such as the tutoring and volunteering or working on the video but other times I think it can be frustrating because you don't know where it's headed especially for someone like me who has no clue what goes into the process of making a video. You're sort of left in the dark, not that she would be hesitant to like not help you, but I sort of feel stupid . . .

## **Katie Interview 2**

**0:00** . . . I don't wanna seem like an idiot. I don't want to be the stupid one in class, um, but I think it's good and bad. You get to discuss different things all the time. I like when the speakers come, they're very helpful and beneficial I think to our overall goal but the unstructured part is, for me – someone who's pretty OCD about structure – having a syllabus and knowing what homework is due what day and when and what projects and papers are due what exact dates so I know how many weeks I have to get it done, it can be frustrating, but I just gotta get over it.

## **Transcription: Katie Gillies**



### **Katie 2 Interview**

**0:14** I partnered with Lucero and she was an interesting woman. I learned throughout the period of time that her husband had died and as a result she moved here to be with her family. I thought he died in the united states but he hadn't. and I still don't know if she was illegal or legal.

**0:34** I learned through the process that there were many things that she wanted for her family but simply didn't know how to do. Like her son for instance was told by his school that he should go to a vocational school next year and it will take him off the college track, but she just went along with it because that's what the guidance counselor told her to do and she didn't understand it and her son didn't understand it so as a result who knows whats going to happen to him now. But it wasn't my place to say, well that's wrong because its not wrong, its just a different choice. But I learned that she faces a lot of struggles every day, even writing checks, going to the doctor, she drove an hour just to go to the doctor because there were no doctors in this area that spoke English, er that spoke Spanish and

**1:17** I think that it really gave me perspective of how immigrant life really is because we can talk about it and read about it as much as we want but until you actually work with an immigrant family you have no idea. They face so many struggles. Every single day about these little itty bitty things about not being a citizen even studying to get your drivers license I mean like I don't know how she did it but she got her drivers license and its just those little things I think that really open my eyes to how the world will be even to my students some day.

**1:52** So I think the first hand experience definitely impacted me a lot and really gave me light as to where I can place my efforts in the future to help other immigrants.

2:16 We compiled, well one of the people in the class compiled a big list of high schools that had any kind of percentage of Hispanic or Spanish speaking students and we divided the list maybe twelve students per person and initially they decided that we were going to call the school and figure out, but guidance counselors don't want to take time out to listen to you when you are calling, they have better things to do in their day.

2:39 So what I did was I took my twelve and literally emailed every single guidance counselor in the department if there wasn't a department chair, went on the website, found all the numbers, as and a result out of the 12 schools that I email, 10 had emailed me back within an hour saying that they wanted our video. So it was a very quick way to do it. Amazing response. They were all literally said yes I want this, yes this is amazing, oh what other videos do you have to help our students? And wanted to know more about it. So I think that something so simple as an email, its not as personal, but school personnel do not have time to talk to us for five, ten minutes out of their day.

3:16 So it was a very positive response and I think a lot of school are definitely waiting for our video. Especially Indianapolis ones, northwest high school I think its called, one of the guidance counselors there emailed it to all the ESL chairs and they specifically requested videos of their own, so I think that alone just proves that our video will definitely be used and impact a lot of people in positive ways.

4:39 I think it was definitely successful. I was amazed at how fantastic the video turned out. I expect – cause we saw the video from past classes so I expected something like that, which was good, but it didn't impress me a lot. And I think this video is extremely impressive – I mean every interview, you know, our scripts might have changed but it turned out fantastic. There is no complaint that I have – down to exactly which sections and expressions on peoples faces – every single thing I think makes an impact in this video. Which I think was our goal. p3

5:12 So yeah we do all this research, but as a result we did these interviews with these questions which turned out to this product and I mean especially the Tcom group. We all helped put the scripts together and transcribe things but the Tcom groups the one who put the video together I mean, theres no denying that or taking credit for it if we didn't do it. And I think it turned out absolutely amazing. I cannot wait 'til people see it.

5:48 Oh, transcribing takes forever! I had no idea. I am not a Tcom person. I'm going to be a teacher. So I had absolutely no idea how much effort that took. It took me two hours to transcribe something that was like 20 minutes. So I have a great respect for somebody who goes into production now, not that I didn't before but I have greater appreciation for that. p1

6:14 Scriptwriting wasn't so challenging with picking out the quotes because I think a lot of the times it was pretty evident since we made the questions for what we wanted I think it was evident that we would more or less know what quotes would come from it. But I think the order posed, not problems, but challenges sometimes. Especially writing a script with another person because your views are different so your mind wants to go p2

one way and theirs wants to go another way and neither are better than the other so that was a challenge. So I remember we ended up sitting down with Dr. Pak and writing our entire script because we couldn't agree on anything. So, I think its definitely a process that people take for granted. Definitely challenging. I mean the editing is obviously 10 times more difficult and time consuming but for those of us who are not Tcom people I think it opened my eyes to what all my friends have to do at school.

**8:19** I think that in this type of class you have I don't know how many kids, what 13, 12, something – all of us are honors students, we are all smart, we are all intelligent, we all have very strong opinions, we all think our way is the best whether it is or not. And so that definitely poses challenges. I think that at least from my perspective this was probably the first time that most of us had to really work in a group and not take the lead.

**8:49** Cause we were talking even the other day how all of us usually end up doing all the work. Well in a class like this it's a good problem to have I think that you are working in a group and theres nobody that – I guess so many people want to take the lead that everything is getting accomplished but people think that they are not doing enough I think in a way too. And whether it be scriptwriting or interviews or forming questions or even community work and whos gonna call people – everybody wants to take a part in everything and I think this is a valuable class to have particularly for our kind of student population for the honors kids, for the 'smart' kids I guess in class.

**9:30** Because theres no time really in high school or your collegiate career where you are taught how to function in a group. And sort of by this trial and error I think you could really see how the dynamic of our class changed from the beginning to the end. And how at the beginning we were all oh I wanna do this, I wanna do this, and then towards the end, Dr. Pak, you know trying to find somebody to volunteer for something and just be like oh, youre in charge of this.

**9:55** And I think that that's rare for our kind of group, but it also gave us the chance I think to sit back and realize that I don't have to do everything. That I can let my group members do something and it will turn out perfect and I think that that's definitely something that we had to learn and struggle with through the semester, but I think more or less everyone sort of came out with a positive experience from that and I know now that when I go to faculty when I have colleagues that ill be able to let other people do things and not stress out about it. I think it was good.

**10:53** When looking back on the class, I think in the beginning that – I am a Spanish major, so as far as a lot of the issues I wont say that I knew all of it, but I think I had sort of an understanding of what happened but I think what changed me the most – where I learned most personally was that if you get a group of devoted people in a room and talk about things, that you can actually change something, and you can talk about things and talk about things but until you actually do something – it doesn't matter.

**11:25** So, I think that the class really, and it might sound corny, but it really empowered me to know that when I go home and when Im teaching I can take a group of students

who are really driven and community oriented and really want to make a difference and actually do something in the community and not just talk about it. And I think that that's something very important to take from this class is that one person can change something.

11:48 If you even touch one life that can make a difference to ten others because if you change one persons life they can help other people and its sort of the idea that when you help one person that person, most likely, will pay it forward because they're gracious for what you've done for them. And I think when you teach someone something, the education process will just continue. If I taught Lucero something then that's one more thing that she knows to teach her children, which is one more thing that they know to teach their children, and it goes on and on. So I think its really a cyclical kind of process that the whole community learning experience isn't just for you or just for the community. That you can make a difference and it does, its something that you see on bumper stickers and billboards, you know, you can do it, you can make a difference, but you can. I think that's very powerful.

12:47 I'm going to teach Spanish in the Chicago suburbs so theres a pretty large population of Spanish speakers in the area. I know the high school that I am going to be teaching at even had Spanish for Spanish speakers – they have classes specifically aimed for Spanish speakers to help them with those things. So obviously their families are Spanish speaking. So when I look at the work we've done on the video I know that there are elements of it that if I just change it to Illinois-based standards and Illinois-based graduation requirements that I can use all of that. And I can have a parent night and say here are the fears here is all that, and I can create my own parent night in the school to help those people and with my own students right now I think im going to have junior and seniors, with the lower levels it would probably be a little harder if they actually are going to be speaking Spanish . . .

13:33 . . . but I think that in any kind of situation I can definitely incorporate service learning into a classroom. I mean targeting the community is – helping babysit even I mean those tiny little things that students I think if those values are instilled in them at a young age and they learn that they can make an impact then I think that will continue into their collegiate career and so on after that. With high school students I mean theres many opportunities to do service-learning you just have to find them and be willing to put in the effort and be willing to enforce all the rules that you set forth in the beginning of the year.

14:09 So as I look to that in Illinois I know that one of my goals this summer is to find something that I can have my students do that wont stress them out too much because they are only in high school but that they can make an impact and we can then learn those learning experiences and use them in my classroom. So definitely.

## Transcription: Tori Griffin



### Tori Interview 1

1:07 One of the problems we ran into that we didn't really expect to run into was getting B-Roll. We didn't really have any B-Roll at the start of the shoot. We had a lot of interviews and we didn't really expect to have to put so much B-roll over the interviews. We cut a lot of the interviews up so they'd say little segments of the things they said in the interviews so we'd have to cover that up with b-roll. We did have any at the beginning of the shoot. pr

1:37 We had a bunch of interviews on our timeline in Final Cut and just a bunch of cuts. So you see a person and they'd move you know and that would look kinda awkward so we needed something to put over it. We went all around campus, trying to find different footage random footage of people walking, we went to a Latino student union meeting and just filmed that, we needed faces so we just filmed faces, we filmed an empty high school looking place on campus and that kinda got us some b-roll. We used little short segments of that and put it over the cuts. And you can't really tell, I thought it turned out really well.

2:37 One of the things that makes me laugh still when we watch it was on one of the cuts it cuts from interview to interview on the same person, we didn't have any b-roll to cover that cut so we just sort of took random b-roll from a particular place and placed it over the cut. One place in particular was they were talking about talking to your counselors and we just had somebody writing. We did that a lot, we needed someone, something, b-roll, get somebody writing. We have a lot of writing footage and college students, they write, so if you're gonna come to college you're gonna write. So basically I guess that's what that said.

**3:17** One of the things working with nonTcom students we experienced was, we had each group do a script and when you have different groups do scripts youre gonna get 4 distinctly different scripts and that's really what happened. We had narration, our class decided we'd have narration for the project and each group did the narration a little differently, some groups didn't have narration, which was fine, but the groups that did, the narration was kind of different. One of the narrations was speaking towards you, like hey you, and addressing you. One of the narrations was just a transition between the different segments and so we just decided to throw the narration out because I don't think it was really helping the video at all and it wasn't really needed. p1

**4:06** We thought we'd need it as a transition between segments, but we ended up not needing it at all so I think that worked out.

**4:20** Also for the scripts one of the issues was when we got the transcription everyone took the transcription into their script a little differently, one of the groups I remember, we laughed about this, it wasn't wrong, it wasn't wrong, it wasn't a big deal at all, but we laughed anyway, they took the entire chunk of the transcription and crossed out all of it and just had one little line and so we laughed at that because we had to go through and notice what part was crossed out and take just the little segment and place it in the timeline and it made us laugh so. p2

**5:07** Editing went really slow at the beginning, because we didn't have b-roll and we didn't have much but the interviews so we put the interviews in order and once we got around to really going in there and editing it really started to pick up a bit.

**5:22** The weekend of . . . it was fun, I wont say the weekend of terror, it was a weekend of fun. We didn't do much but come into the lab, edit, go home and sleep, and then come back into the lab and edit. We pulled a thirteen hour day one time, that was a fun one. p3

**5:40** We pulled a 13 hour day one time, and that one was fun. We came in on a Saturday and just edited straight through the day. We met at 11 oclock and ended up getting out at 12 oclock at night. We were all alone in the lab, it was a fun time. We only stopped to eat, then we stopped to sleep.

**6:03** I really enjoy editing so it was fun for me. I like to manipulate the clips and make then do whatever I want them to do. And if it doesn't work out a way I want it, I figure out a way to do it. That's really fun for me, so I really enjoyed myself. Once you get into it, once you get into editing, that's when it really picks up and you just keep going and you keep going and the time just passes. It didn't really feel like 13 hours and that's what really surprised me when I realized it was 12 oclock at night. It really didn't feel like that long and we laughed throughout the day and we had some fun times and you know it was a fun time.

**6:45** One thing I like about editing is you get to manipulate the clips and really manipulate the viewer when they watch the video. So they don't really know that you put so much effort into the video when they are watching it. In one part we had different



audio under different video. So we have the video playing and then we have completely different audio under the video that's playing and her mouth moves but it kind of looks like . . . and it kind of looks like it says the right word, but you cant really tell because we cut it in half, we cut the word in half and the audience cant tell, theyd never be able to tell, because we just did it in a way that tricked the audience and those kind of things are really fun.

**7:25** We had another part where there was video, we took video of a website, and clicked around, but we forgot to get one website, so I took a still picture and put it into the video and made it seem like it was part of the video when we clicked over to the website and I color corrected and all that and you cant even tell and no one would be able to tell me which one I did that to and im really proud of those moments when I edit.

**8:08** One thing I love about Dr. Pak is her reactions to things and I wasn't disappointed in the first screening in the lab. She was dazz . . . when she's dazzled by something you know it and she'll just stare and you and when some effect you just did is great, she'll just look at you really surprised because it looks good and I like those moments. p1

**8:35** I think the class didn't really know what to expect so when we showed them the video they were just blown away by how good it looked. I think the HD quality . . .

**8:50** It seems to me that the class probably didn't really know what to expect with the video. We showed a little segment of it before but that really wasn't what it turned out being and the quality of the titles and the high definition maybe tricked them, or let them see how good the video actually ended up being. It was really well put together and I think the class saw that and I really like seeing the reactions because after all the work we put into it, seeing that they actually enjoyed it, that's really fulfilling for me and it seemed like they did. And it really seemed like they did. p2

**9:48** The class isn't really made up of Tcom students which we knew would probably prove to be a little difficult when we got actually into the production side. I think it ended up working OK, because while we were in the lab Chris would be doing something for the DVD, and I would be editing, and Marggy could be over my shoulder looking or editing some other part of it, which we did one time. We were all in three separate suites editing different things. That worked out fine. And if we had more people it might have, it may have gotten a little crowded, so that worked out OK, but . . . p5

**10:22** Being in a class full of nonTcom students when you need to do production was a little tricky because there were a lot interviews we needed to get, there was a lot of B-roll we needed to get and there were only a few people to help us do that. For the scripts we as Tcom students take a whole class, a whole semester to write scripts and we were telling, we were forcing these other majors, education majors and criminal justice majors, go write a script for a video and theyre like, weeerp. But it ended up working OK, their scripts were fine. Chris gave them a little lesson on how to transcribe things and how to write a script and it ended up working fine they chose good quotes, but we were just a little weary of that in the beginning

## **Tori Interview 2**

**0:16** Ideally the video was supposed to be done on Friday, that was really gonna be impossible since the hardest work was on Saturday and that was our 13 hour day. We ended up getting the video done on Sunday right when . . . .

**0:35** We ended up getting the video done on Sunday right when Dr. Pak came in. Right when she came in, Chris pressed render on the computer and it just rendered the whole thing, so it was right in the knick of time and we didn't get it done on Friday but that didn't seem to be a problem.

**0:46** What ended up being a little tricky was, on Monday morning Marggy called Chris and said how are things going? And he was so excited the DVD was all done, the subtitles were done, the English track, the Spanish track was looking great, all the titles were there it was fantastic. And then we get to class, and the subtitles are not working, oh no. So after class he decided to get the titles fixed and have the Spanish subtitle track and the English subtitle track. No big deal. He ended up working on it all afternoon until dark and it still didn't get the titles fixed. And so I'm sure that was very frustrating for him. I can't even begin to imagine working on that for just straight through the night and nothing is working. You burn the DVD – doesn't work. Watch it in the simulator – it works. Burn the DVD – it doesn't work. There's just no getting around that. And that was I'm sure a pretty frustrating time.

## **Transcription: Matthew LaFlash**



### **Mateo Interview**

**0:38** As far as the design goes it was challenging, we had a lot of people putting their input in on it. So there were a lot of adjustments and corrections that needed to be made, extra people that we needed to credit, and things like that so that was kind of an ongoing modification process for that. As far as the production went, I mean it was a lot of work, but it seemed to go pretty smoothly. We had enough bodies, it was just a matter of getting it divided and conquered.

**1:20** The subtitles were fun . . . getting everything taken care of in both languages was a challenge. Getting the times lined up and everything. It was a lot of work, but it was worth it. It was definitely worth it.

**2:17** Well, with a class of 14 people, 14 high achieving people, everyone wanted to give their opinion, everyone wanted to be involved, everyone wanted to help, but it made the process very difficult. So many changes had to be made to try and accommodate everyone's opinion, everyone's you know thoughts on the matter. Very frequently as far as the script went we ended up getting down to minor technicalities as to what sounded better. So, too many cooks in the kitchen was pretty much an ongoing challenge throughout the class.

**3:07** You know, through the production process, we had everyone in some way, shape, or form, writing the scripts, doing the transcriptions, so everyone had their own kind of transcription style even though we had template. So there was a lot of variation because there were so many hands on the project. I think it probably could have gone smoother with a smaller group but I do think we benefited from everyone's presence so I think the challenge was worth it.

**4:03** Like at the beginning of the semester, pretty much nobody knew anyone in our class so that makes it very difficult for a big project like this. You know we all got together and had dinner but for the most part we hadn't really built those friendships or trust with our classmates you know to be able to say, hey this is what you are good at why don't you go after this and then ill take this part and then kind of work it out. I didn't feel like that came until you know the very end that we kind of figured out what everyone's strong suits were and everyone was content with what they were doing. So its been good.

**5:07** I was amazed at how well it turned out. With so many different people in it, you just, you don't know. You're worried about everything looking like one continuous piece and not being, you know, group one, cut, group two, cut, you know. So I was really pleased with how well it flowed. It looked excellent, it looked very professional for you know, I mean, you pay for work like this. I mean it looked great.

**5:47** And then as far as the packaging went, I'm like, ok, we'll go with it. But, it turned out really nice. I mean, everything, everything came together. You know, once we got the art sent to the printers, shortly thereafter, they're contacting us wanting to use it for some of their promotion stuff, so you know that was - I consider that a great compliment. For a professional printer acknowledging that the design of the piece was nice.

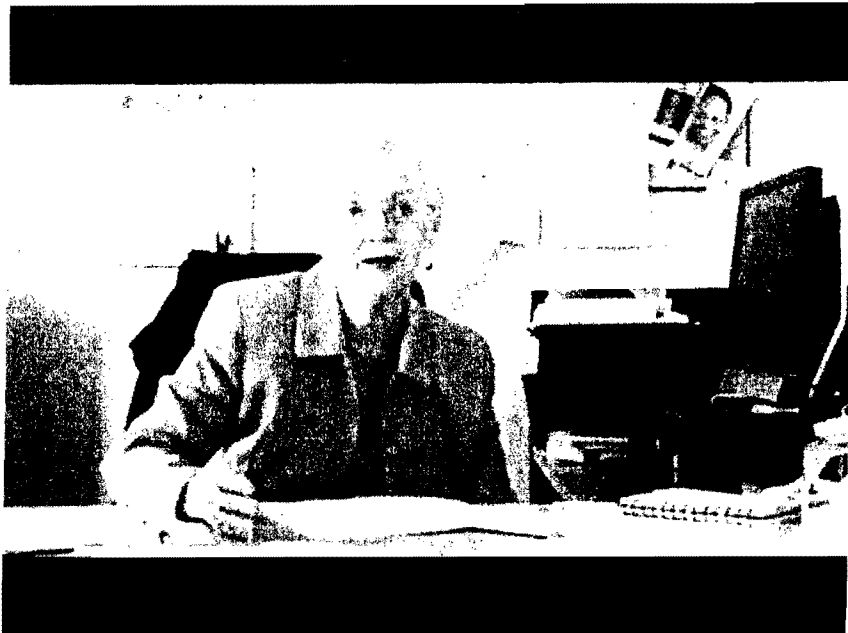
**6:54** This class was definitely not like any other class I've taken at ball state. It was very much, get out there and apply what you've learned. It was practical use of our Spanish for a good cause. I don't really think theres a better combination than that. I think ive learned more from this class than I have any of my other Spanish classes because it provided an opportunity that you don't get in the classroom. You don't get to speak with native speakers in the classroom. You don't get that one on one time.

**7:35** So it was just as much about our learning Spanish as helping our community partners with their English. I also feel like everyone gained some sense of leadership from this. At one point or another everyone had to step up and say hey, this isn't working you know, why don't we try this. Or you know, someone that may have been sitting back a little bit, saw the opportunity you know to use their talents to help the group and they did. So I feel like it was great all the way around. From this class I definitely want to continue with community service projects. Id love to work for a nonprofit organization with similar goals as this project.

R1  
R2

**8:38** I just feel like everyones taken a lot away from it. Not only our community partners but all of the students that participated and hopefully everyone that will see our as well, so.

## **Transcription: Jackie McCracken**



### **Jackie McCracken**

**0:23** In this field, of service-learning, which is fairly new in higher education there are the purists I guess I would say who say that service learning is tied only to the curriculum and only to a course that a student is teaching. So a college professor will require students to do a service-learning project as part of the course work and one of the things that is inherent in a service learning course is required is a reflection piece which is so helpful to students and to their classmates in terms of really reflecting on their experience, what does it mean in their lives?

**1:22** Whats going on with a particular issue? Why is it that we have homelessness? Or hunger in the world. What are the issues that for instance the Hispanic population is facing? There are other people thought that believe can be applied to co-curricular activities because they feel like they can include reflection component in a co-curricular activity or in a volunteer activity. We really have no position on that at Indiana Campus Compact, we include all of it and we say that service-learning, a service-learning course is one way. A co-curricular activity is one way for students to become civically engaged and that's our goal is to arrive at, to assist our member campuses in arriving at practices that are going to give students that feeling of being involved in their community and contributing to their community.

**2:33** So that sense that your college education is not just for you to get a better job or pursue a degree in graduate work. Its also and as our founding fathers who initiated the public education system in the United States, their huge emphasis was that this is a public good, that citizens need to be educated so that they can contribute to the democracy, so that they can contribute to the building up of the community.

**3:19** As far as what is good and what isn't, I don't know. I don't have a real clear answer about that I just know that I think people confuse sometimes service-learning with internships with practicum's and those are completely different. I think that they share some similarities but its not exactly the same thing. The service-learning has to do with giving back to the community-LEARNING, it has to do with learning, with student learning and students learning through that experiential experience of serving the community.

conclusion

**4:04** So its learning to serve, serving to learn, that type of thing. An internship and a practicum are really geared more toward what you might be doing in the future as a career that your major is preparing you for. So I think, I think that would be the difference and I think if theres any you know any indication that a service-learning course isn't working or it may be that people are a little confused or they like to lump all those things together.

conclusion

**4:49** I think the . . . from my perspective as a former high school teacher I think that when you have students engaged and actually experiencing what they are supposed to be learning is far more beneficial to them than just simply listening to a lecture in class or writing a paper. And I think with service learning the idea of reflection is really a key component to that and aids in the students ability again as I said before to gain some insights into the world and community and they not only learn Spanish or accounting by giving back to the community but they also have a sense of what the underlying problems and issues that people face, what those are and I think that's really critical and I think that's really important and if I were a student back in college that's the kind of experiential learning I would want to have.

**6:12** Well, you know I think faculty who are uh perhaps used to doing things a certain way, they have a developed pedagogy that they use all the time and when you look at service-learning there is some resistance among faculty to that, theres some resistance among students to that. I think both entities look at it as though its more time consuming, its maybe not the meat of the course, but I think the time consuming piece is what really detracts for faculty especially because they are so busy with not only what they are doing in their coursework but some of them are administrators, have administrative duties, so I think that's, and I don't always, unless they are practiced at it, they don't always see the benefits of service-learning to the student so, and to the community.

**7:58** The lack of control or the feeling that I lack control over my class by having them um um, being elsewhere whether that's during classtime and I don't know how faculty are always arrange this but I think for students too, they might see that they have to do class time, they have to spend time in class, and then they also have to spend time volunteering or doing, learning through this experience with a nonprofit organization, service organization.

**8:39** So I don't know, I think the ideal thing would be in students could use some of their class time to do that, but I think that would be ideal.

**8:58** For, in terms of Indiana Campus Compact, we're a statewide membership organization and really what we do is provide networking opportunities for our members. So the conference that we are putting on on the 19<sup>th</sup> that's an opportunity for our members to network together, professional development opportunities that's another example of, the conference is another example of that. We have meetings several times a year, we provide resources and best practices to our member campuses. We also provide small grants to students and faculty for service projects related whether is curricular or co-curricular.

**9:45** So our huge benefit is that we have 45 member campuses. We have all of the community colleges, the entire community college system. We have the private institutions and all of the public institutions and those people coming together as a body, we have a huge ability to garner students all across the state to serve the community and to make a difference in the community which is really exciting for us.

**10:42** I've had many professions throughout my life and I mean im towards the end of it. And ive been a teacher originally and then I started doing social work. I worked with battered women and that was a duration of 14 years, working in the domestic violence field and I felt like I wanted to try my hand at something else and this was a perfect marriage between my desire to be involved in higher education and my social service experience so its that you know bringing together of those two that really appealed to me so fortunately I was hired.

**11:54** Well I would say that there is research out there that shows that students learn through experiential learning more so than any other teaching method. That there is not only the student learning but the community involvement that students learn, I mean they learn more than just the course, so they learn more than just chemistry, they learn about relationships, they learn how to relate to people, they learn about time management, they learn about um, they learn more responsibility. They have to go out into the community, working with a non-profit organization, they have to, they get the opportunity to get some kind of an understanding of what its like to work in that field and some of them try to, some of them actually pursue that and maybe change course, you know thinking that they might have wanted to be a chemical engineer or whatever and decide they want to give back to the community through a full time position.

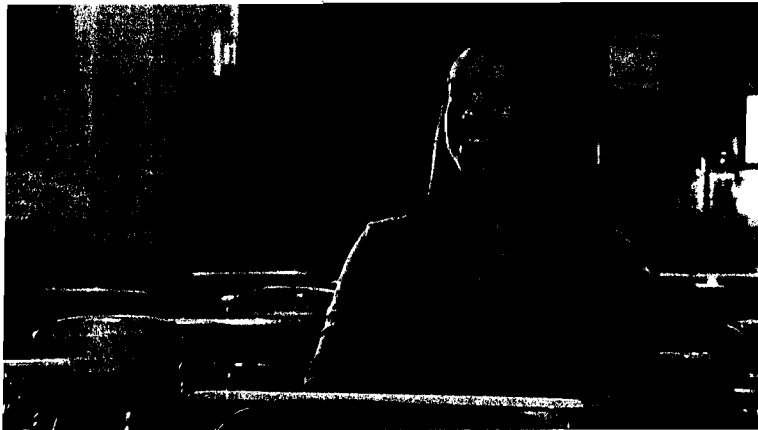
**13:08** I think for the faculty who, the faculty who are very in tune with community needs, I think for them it's a real pleasure and satisfaction for them to see their students learn in this way. That's what I would say to them.

**13:53** I just wen to the movies yesterday and saw Amazing Grace and I was so uplifted by the story of William Wilbur Forrest and his opposition to slavery in England and how he abolished it through parliament and he wasn't a really really strong activist and went on to be active in other issues like healthcare and education in England.

**14:29** I just think, if you want to change the world, you need to start small perhaps. It starts with one person, but when you get involved with the community, first of all you get the support of the community to help you. And I figure, the best activists are those people who are actually living in a community that isn't perfect and so for me, not only do you get support from the community, but the most active people in solving their own problems is the community. That was perhaps a different slant from what you were looking for but to me its all about community and building through small steps, building initiatives and working towards the solution of problems like clean air and clean water. It's the people who are affected by those who are most often the ones to help solve the problems and in fact those people are needed to help solve the problems, you cant do it by some outside force.



## **Transcription: Loren Metz**



**0:30** Well, my name is Loren Metz and I am a senior this year but I won't be graduating on time. I am graduating in December hopefully and I am a Spanish major but I am also a religious studies major with a peace studies and a conflict resolution minor which is the longest minor on campus as far as I'm aware.

**1:00** I decided to take this class because basically I am really tired of my Spanish major. All the classes are really good, but it's a small department so there aren't very many classes that are offered and as a senior I am also kind of tired of sitting in classes and like taking notes and doing tests and stuff so I was looking for a class that was more interactive and I would learn more than just having to read a thousand pages and then take a test on it cause I've been doing that for almost four years now. So, I'm really tired of it. So, I had a class with Professor Pak last semester and she – I was asking her about my options for what classes I could take to graduate on time and she said well oh I am doing this class and you get to work with the community and it made me really nervous so I almost didn't take it cause I don't want to be a Spanish teacher. So, like working with students or people with their Spanish is not exactly the goal of my major – I don't really have a goal for my major – but that wasn't it, so it made me really nervous thinking that I would have to do that but in the end I decided that it would just – it would be a really good opportunity and it would be different and maybe help me in my senior year boredom.

**2:25** I did, yes, she explained it to me fully, and I decided yes and no about three different times before I signed up for it, so yeah, I knew what I was getting myself into for sure.

**2:38** No, I have never had a service learning class before. I have kind of done some volunteer work over the years. I when I was really young my old church would do stuff with the migrant workers and so I helped paint some summer and then I was really close to being in the Spanish choir but I didn't have a car then, so it didn't work out. But, I've had very minimal impact with volunteer workers especially within the Hispanic community.

**3:13** My community partner is Ernestina. And I actually just talked to her for the first time today. I tried to call her a couple days ago and her son I think picked up and he said she wasn't there and so I left my number but I figured she wouldn't call me back so I was going to call back last night and I forgot so we finally got ahold of her today and she talks really fast. So, I understood a good 60% of what she said and then there were a couple sentences altogether that I really didn't catch so I just kinda smiled and nodded, which is kinda hard to do on a phone, but I did that anyway and so we just set up a time to meet at the library and so I'm going to see her on Friday and we'll discuss what she wants to get out of it and hopefully I'll get to practice my Spanish a lot too cause it sounds like she doesn't speak too much English, so that'll be good.

**4:33** A part of my really likes that it isn't structured but on the other hand that creates a lot more work really. There's a lot of reading, which I'm behind on, and I haven't actually met my partner, so it doesn't feel like it's actually started yet so I'm still kind of in that little nervous phase where I don't know what's going to happen and I haven't really gotten to know the pattern of meeting with Ernestina and all of that. So, I'm still a little nervous but I am kinda taking it one day at a time. Um, I just moved recently too, so I'm kinda behind in everything so I come to class and I'm just like 'cool I'm in class now, at least I came, I may not have read and I may not have contacted my partner yet, but I am here.' So, so far it's been good. It doesn't really bother me that Dr. Pak is like learning along side us, that she doesn't necessarily know for sure what's going to happen because I trust that she has a lot more planned out than maybe she either lets on or than I know, like I know she's met the families a lot and so there's some comfort in that. The professor still knows more than I do, so that works. And just compared to taking tests in my other classes it's good so far. I think by the end of the semester I will have really appreciated the experience, but I haven't really had an experience yet, we've still be basically just reading and coming to class, and writing out papers so for now it still feels like a normal class, but by the end of the semester especially once we start working on the video I think it will help me break up all my other classes that are tests and reading and whatnot.

**6:18** Yes, I am nervous about meeting with Ernestina, but at the same time I try to take things one day at a time so I am really not thinking about it yet cause if I think about it too much I'll get nervous. So, probably Friday morning I will – or Thursday night I won't be able to sleep or something, but I've had some experience with talking with native speakers living in Chile for four months and I actually worked at Cracker Barrel with some Hispanic workers and so they would try and talk with me a little bit so once I get there and I get started it will be ok, it's just the making the phone call and the getting to the library part that I am real nervous about so yeah.

## Transcription: Loren Metz



### Loren 2 Interview

**0:22** Well, the production process I, the theme of this semester for me has really been that I didn't do very much with everything. So I was involved not at all with interviewing or transcribing. But I did, Sarah and I did write the script for the, I was in the money group. So that was actually a lot of fun. I kind of am a writer, like I was a journalist major to begin with. So, I like writing so kind of piecing together different interviews to make something literature like. That was a lot of fun for me even though it took us I don't know, like 4 hours.

P1

**1:08** But um, basically we sat there and she typed everything up and highlighted the stuff and I sat there and told her what to do. I mean, she had her input and stuff, but I think if we'd sat there and she'd been like I don't know what to put next, so I just kept telling her quotes, I was like I think this will look good, I think this will look good, ok we don't have anything for this yet, but I want this to be after what we figure out what we want there. So that was actually very entertaining and I finally felt like I had contributed to the whole process in that respect.

**1:40** So I didn't do very much in that way, but what I liked was finally getting to see the video at the end. I got to see how my script had turned into something Tcom related cause I don't know anything about Tcom. So it was very interesting to see how that turned out into an actual video and I am kind of a very critiquing of myself so I noticed parts where I would have changed this or there was a whole lot of Robert Zellers at the beginning of my section and we knew that but for some reason we felt like we had split it up enough that it didn't look quite that much but it did.

**2:25** So, but overall, it was a very impressive video and honestly at the beginning of the semester I didn't think we'd pull it off. So I was amazed that we actually finished it

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and it turned out to be something really good and people have looked at it and wanted to have a copy so Im impressed that we actually did something that we planned. At the beginning of the semester, Dr. Pak was like this is what we are going to do and I was like I don't think so. Good luck!

**3:06** I was in California when the distribution list was being put together and planning my trip to California to see me now fiancé so I was so not involved at all until I got back. So they had, other people in the class had put together the list of schools with the certain amount of Latinos and they had researched addresses and contact numbers and split it up between I think there were six of us and like color coded the list of who would contact who. And every person got about 10 to 12 schools to contact.

**3:45** So I got back from California and Wednesday I think we were supposed to have contacted our schools. So I got back Monday night so Tuesday, I'm looking for emails, cause I don't want to call these people. And so I did that for about an hour and a half before I realized that I was doing the wrong section. Because the distribution list was color coded, and I was dark purple and Julie was light purple and at the very top of the paper, there was a list of all our names and they were highlighted in the colors that we were, well, julies light purple was over here and my dark purple was over here, but on the list her light purple was right above my dark purple.

**4:30** So I got about to about her second or third to last before I realized I was doing her schools instead of my schools. And I was so mad, because I had had probably the worst day ever anyway and so I had other things to be doing but I was so frustrated with myself that instead of doing the things that were probably more important to be doing, I was like, I'm going to get this done because ive been working on this for almost two hours and ive been doing the wrong ones so I'm gonna get my done and yeah.

**4:58** So, I went through her list and my list and contacted all of the schools and then she sends me an email at one point and said, mccutchen high school said that you contacted them and I didn't really understand why and I was like, yeah, about that, I kinda did your list too. So that was really annoying. But I sent emails to guidance counselors and I found email addresses on the high schools websites. And for each school I sent the email to more than one guidance counselor so I ended up getting a lot of responses back and so that was really awkward when 4 people from the same school were like, oh we would really like a copy, send it to me. And I had to say, well, they responded first, so you can ask them for it when they get it. So in retrospect, I should have just picked one person and just sent it to them, but um.

**5:54** In the beginning I wasn't involved, but in the end I finally pulled through again. And I did something and I contributed. And I did other peoples work too.

**6:27** Ok, well I really liked the service-learning class, I met with Ernestina and I was supposed to be helping teach her English but she and I had a lot of scheduling issues and we actually only met 4 times for one reason or another. And one time she cancelled and one time I forgot to show up and lots of crazy things happened. And so Im not sure how

much I actually helped her, but I had a lot of fun speaking in Spanish with her because I have trouble understanding Spanish. I can make up crappy sentences all I want, but when someone whos native speaks Spanish to me I have trouble understanding what they are saying. So I did a lot of smiling and nodding. But even have four, or maybe five, meetings I could understand her better, and that was a lot of fun, so

**7:23** I learned Spanish better through her. I don't know if she learned any English better but, I wish that I hadn't been so nervous. I had a bad semester, so like, I was ok with the fact that we only met four times, but I wish that I had had the energy to put more into it and actually feel like I had taught her something and so with that service part of the class, that was very interesting and then as our class as a whole was working on stuff, I hate to say it, but I liked it because it allowed me to slack. I am never the slacker in the class. In group projects I am always the person whos either organizing things or doing the biggest part, that's just the way I work. But this semester I just couldn't, and so it was interesting to see a group project from the point of view from the slacker because I was talking to a friend of mine and she said, you are helping other people realize that they need to do work sometimes. I was like, ok, we'll go with that. So in that way it was good because I think if this had been a normal class, I would have not gotten a very good grade. But I contributed as much as I feel like I could, and because it was a group thing, stuff got done because other people were willing to do more than I was. And it wasn't because I didn't want to do more it was just cause I couldn't. So it was interesting to see a group project from a different perspective than I was used to.

**9:00** And like I said, in the end we got it done. And I was amazed because most of the semester I would come to class, totally unprepared for whatever we were supposed to be doing that day and Dr. Pak would say ok, this is what we need to accomplish today and I was like yeah I don't know how to do that. So I would sit there and listen and try to contribute, but other people did a lot of work. And especially the production team, editing for hours upon hours, its just, its crazy. But we accomplished our semester goal and I thought it was a really interesting process to see. It was a different kind of class than I have ever taken and no tests and the professor was learning with us and so just it was an interesting process and I feel like I could have gotten more out of it if I had had more energy to put into it but.

**9:56** I still got stuff out of it. I'm a Spanish major and ive never wanted to use my Spanish for anything useful, and I know that sounds bad, but I just didn't. but after working in the Hispanic community a little bit this semester and seeing the problems and seeing the real need there is for people who can speak both English and Spanish to help bridge that communication gap. I wanna do something, especially in schools, in high schools with Latino kids and so, in that way this class has kind of changed my perspective on using my Spanish for good.

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**10:28** Eventually I'm going to be going to California, southern California, where theres a lot Hispanic people, so I will be able to find a job really easily with my Spanish skills and get to use that. So Im really excited to see where that's gonna take me since I hadn't originally planned on doing any of that.

## Transcription: Laurel O'Donnell



**0:10** Okay, well, my name is Laurel O'Donnell and I'm a senior. I will be graduating in May, that's exciting. You were asking me earlier what my major was and I said well, I have kind of an unusual major. I am going to graduate with a bachelors of general studies degree and I will have an emphasis in education psychology and minors in human development, music performance – with percussion, and Spanish of course, so I am all over the map but that's kinda the way I have always been, so . . . I'm having fun with it.

**1:37** I took this class because I was searching through the colloquia that were going to be offered for this semester. Um, I suppose the original reason was that I needed another colloquium to complete my honors program and graduate with honors but this one really caught my eye and I think I was fortunate to find it because it seems like its going to be very exciting and now that I am into it it feels like the focus is going to be on building a community and helping build my Spanish skills and, um, I guess I didn't expect the intensity of that close interaction that was going to go on.

**2:32** But when I first saw it the idea of it looked very appealing 'cause I was thinking 'oh this is great it will give me – its service learning, I'll get to practice Spanish, it deals with educational issues and schools, you know those are all things that are very relevant to my education and to what I have been developing here in college. So, it looked like it was a very good match for me.

**3:02** The first week that I was in class though, I was pretty nervous. It was very nerve-wracking because Dr. Pak had just handed us all this stuff, it was all these handouts and reading the syllabus it looked like it was going to be quite a bit of work but I wasn't scared off by it, you know, I knew that I could do it.

**3:37** The hardest part so far I think has been getting my role figured out and I feel much better about that now that I know that I am going to be tutoring Yamileth and so I was glad when I got that assignment but I think that hardest part was figuring out, well, what the heck were we doing? You know, like how is this going to come about? I am used to structure and well, this week we are going to do this and this week we are going

to do this and kind of a little outline, but this class is something completely different and I think that its going to be a good experience for me to get out of my comfort zone and be out of the box.

**5:08** Well exactly, you build your skills and vocab by using it and that another thing that . . . that's another reason why this class – I thought this class would be very good but yeah it is definitely not your traditional Spanish class in any sense. So, but, Im excited about it. For instance today, I'm glad that she is, Dr. Pak, is bringing in native speakers and it was very difficult for me today especially with Señor Perez speaking but it was very hard but it made me pay attention a lot and the more speakers that we have the better at listening I'm going to be, the better at understanding, so it's a good experience, it's a good kind of Spanish class to have.

**6:21** Yamileth is the daughter of Ernestina, who is an immigrant from Mexico. Yamileth is in 4<sup>th</sup> grade and I have not met them just yet, but I will be going in about 40 minutes so I'm excited about it. I was hard to get ahold of Ernestina just because at first I was not thinking and the first time I called her I left her a message in English and not really thinking 'oh well, she doesn't really speak English so of course she's not going to understand me or want call me back' so but I learned that quickly. So the first time I did get ahold of Ernestina we talked a little bit about Yamileth. She has quite a bit of trouble with reading and Michelle also talked with me a little bit about Yamileth. I guess she does comprehend, she does comprehend what she reads, but its writing that she has the most trouble with. Its very hard for her to write a sentence and she also needs help with math and I'm not exactly sure what her needs are there but I'm sure I'll be discussing that very soon.

**7:52** I am nervous about going just because of course its going to be a little scary going to talk to someone who doesn't speak your native language fluently but then again she has probably been feeling the same way for years, I mean she's been living here for years so its going to be kind of an exchange of places almost but I am nervous about it. Andy, my boyfriend, we were talking about this last night and he said 'do you want me to come with you?' He also has a minor in Spanish I should explain that. He also has a minor in Spanish so he speaks pretty well. And he said 'do you want somebody – do you want me to come with you?' And I said 'No no no, I want to do it by myself.' You know, so I'm gonna go by myself just so I can prove that I can do it, but I'm pretty confident that everything's going to turn out just fine and you know its not like we're going to get lost in the desert or something if we miscommunicate, so . . .

**9:39** I don't really have anything real interesting as of yet. I think that, I guess just another worry that I have I that I feel I don't understand exactly everything that Dr. Pak is telling us to do because when I turned in my diario stuff for the other week she gave that stuff back to us but I didn't turn in my record sheet of all the stuff that I was doing because I didn't know that I was supposed to turn that in with it. So, I almost feel like I'm sitting on the edge of my chair just a little bit all the time because I'm like 'what am I supposed to be doing?' 'did I do something wrong?' 'is there something that I forgot to do?' You know, so that's probably my biggest worry about this class now is figuring out

how I'm supposed to, or what exactly I'm supposed to do and I think I'll get into a rhythm of it, but its kind of . . . um . . . like I said it keeps me on the edge of my seat, I don't know what to expect so I'm always nervous.



## Transcription: Laurel O'Donnell



### Laurel 2 Interview 1

0:12 I fee like I wasn't a real big part of the production process, although I participated as much as I could. The main way that I participated in the production was finding a person to interview and then helping Chris go with . . . take the equipment and go and film and do the interview and that was a really fun process. I really liked that I felt like I was out doing something and helping with the filming and the production. And the other part of production that I did was helping to write the script for my part of the, or my group in the, how we organized the video. So those are the two ways that I participated in production. I feel like the production team did a lot of work behind the scenes that the other members of the class didn't see necessarily. P1

### Laurel 2 Interview 2

0:09 So I helped write the script for the How to prepare section and yeah that's . . .

0:21 I was saying that I feel like the production team did a lot of work behind the scenes. I guess the only other thing that I helped in production didn't actually end up getting used in the final product in the video, I did some narration that we were going to put in the videos some audio and we decided later that we didn't want that in the video, but oh well. P2

0:50 I thought it was awesome! It was very very cool. I think the production team did a fantastic job, beyond anything I was expecting so they're all to be commended for that and I was very very impressed. I'm very excited about how it turned out and I'm very glad that so many people that we've contacted through our community contacts and the organizations and just people that we met on our process, in the process of producing the video said that they really wanted a copy and they were really excited about it too.

**1:45** The conference at ISU was a conference where lots of difference colleges all over Indiana came together to share what kind of service-learning projects that students were doing and also share some of the ideas that the faculty members had about service learning. To be honest I was all quite all sure what we were doing that day because everyone who went had to get up at 6 or earlier in the morning and we were all very very tired and just kind of wandering around like oh where do we go next? And so it was, it was an interesting day. But as far as our presentation at ISU it went really well, it was very well received, we had a couple people ask us how to get copies of our video after we presented so that was really exciting and I'm glad that we presented something that we've done. I feel like I have contributed to the service-learning throughout Indiana now because I went and helped present what we did and our project at this conference.

**3:00** So I was happy. It was good to go, it was a really good experience. I think I learned something about presenting and something about what other people were doing around the state as far as their service learning.

**3:47** I really think I learned a lot about immigration first of all. Especially when we went to visit John Broyles I learned a lot from him. And a lot from our readings that we had in our course pack. It was just something I didn't really know a whole lot about, they were just kind of, well the Hispanic immigrants over there somewhere, but they're not overthere somewhere they're here. They're among us and that was something that, well by working with Ernestina and her daughter Yamileth was another thing that really helped me learn because number one I had to learn how to meet Yamileth's specific needs because she was really having problems back at school but it also allowed me to see how their whole family was struggling and how Ernestina was struggling as a mom to raise her children with barely knowing any English at all and no clue about how to, well

**5:05** Dr. Pak was saying the other day that she didn't know how to, you know the process of naturalization. So she's not a citizen because she doesn't know how to do that. And she also knew very little about how to help her kids go to college. And those are things that we really take for granted and it was really eye opening to see that these people have these struggles that they cant, they need some help, they need somebody to help them and its hard for us to recognize that and, but I think because I learned that from working with Ernestina I really am going to think about that more in the future. I think I am going to be more aware of different people, immigrants, probably mostly Hispanic immigrants because I know some Spanish but.

**6:10** I think I am going to act differently toward them and I am interested in finding out more about service projects and that kind of thing that might be able to help more people like that. Especially for me in the context of school because I want to be in schools to consult with special ed directors or teachers or whoever might need to develop a better education plan for the children who are struggling in school, falling behind, not necessarily special ed, but they're like Yamileth and they're falling behind because they aren't getting the resources they need, the help that they need.

**6:55** So I think that's a new perspective that I definitely have and I want to apply it.

**7:20** I don't think that this class would have been the same at all if it had just been learning out of a book or reading some article somewhere and that's the only thing that we did. It really made an impact that we had guest speakers and that we made trips out and that we were in the community working with real people because you could actually see it. There was something there, you had a personal connection. And that's something you can't get from a book. P1

**8:37** I don't feel like I'm really going to be able to jump right into the Hispanic community right away and do something like this again in the really near future because I'm trying to figure my own life out and go to graduate school and all that but when I get a chance I think that this class will have an impact on me when I get there. I will still be thinking about it and what I learned from this class and I think there will come a time when I will say, you know it's time for me to do something about this. To go back to . . . to develop my own project maybe or even if I'm just a tutor by myself or or maybe it'll be something bigger.

**9:33** I don't know but I think that it will impact me in the future and eventually I will be able to find different service projects and who knows maybe during grad school there will be an opportunity where I can do that again. Maybe it will be one of my term papers or projects or something like that. So you never know, but when I get an opportunity I would like to do something like that again.

**10:35** Something else I learned from this class is that I can't be a control freak. I can't know everything that's going on all the time and be able to take part in everything which is what I originally wanted to do at the beginning of the class. I felt like, I felt very stressed out because I wanted to know about everything going on at the same time. And I had to learn that some pieces of this project I'm going to have to let other people do because I won't be able to do it all. And I just had to stand back and let other people take control of different parts of it. The production was the main part of that but I kind of knew I couldn't take a whole, be in charge of that because I didn't have those skills.

**11:20** But some of the other things I feel like I wish I could have done but it's just not possible and that's why we're a class, we're a team. So I think I really learned how to work better in a large group and collaborate.

## Transcription: Dr. Chin-Sook Pak



Pak #1

**0:13** My name is Chin-Sook Pak and I'm an associate professor of Spanish at Ball State University. My job is to teach all levels of Spanish courses and to advocate the cultures, the rich literature, linguistics, arts everything that is represented by various Spanish speaking peoples. I first began having, entertaining ideas for service learning because I was disillusioned with two things that was happening in my life at that time. Number one was most of my students wanted to learn Spanish because of the increasing Spanish presence in this country. Yet I felt there was a mismatch with what currently our program was offering which had predominantly emphasis in Spain and Latin America. And I wanted to provide my students with some kind of hands on opportunity where they'd be immersed in the Hispanic community. In our local areas as well as establish meaningful relationships with these people and acquire language that way in a real world sense.

**1:43** The second motivating factor was just the general idea of what I do in academia and what is my role as a teacher, professor. And in one sense I felt like how are we different from those people who are wealthy and they're just gulging on wealth and keep it to themselves. And I felt maybe I am shoving down my students all this information and concrete academic skills, but somehow I felt that we are missing another component of learning. And so I wanted to explore what that was. And so my first class was advanced Spanish grammar and since students did not really retain the course material right after their final exam, they may have done well the exams, but after a short break they didn't retain very much at all, so . . .

**2:50** . . . so our first project was to work with various local nonprofit agencies and knowing that there's a growing Hispanic presence we asked them if they would like to have any of their programs or brochures translated into Spanish, thinking that this would make their services more accessible to the Spanish speaking community members. So they were enthusiastic, so my students were enthusiastic, so we got down and students, I

was amazed that they were peer editing themselves and they were really using the dictionary, paying attention to the use of the word, is this accessible to our neighbors? Or not? And I was really impressed.

**3:36** But I realized that there are many different stages to really understanding what service learning entails. At the beginning because the only way I could justify teaching service learning is the learning part, if I can not prove that my students are learning better and more because they are involved in service learning projects, I can not justify such a program in our own curriculum. And so I was just interested in their learning part, not so much of what is meaningful service. After we had completed the translation brochure project we realized that we really didn't understand how the working class Hispanic immigrant communities work because of our lack of direct contact with those families. Many of them, for them, oral culture was more important, it was not so much of, heres complicated, detailed information, read through after your busy day of work. It simply didn't work. It was through word of mouth. So, from next projects it was, we need to have direct contact with people.

**4:58** And over the years I guess the most meaningful component of that is I learn along with my students and we have identified why we do what we do. Why do we learn, why do we acquire skills? Not just to improve our own standard of living individually, but basically my well-being, my student's well-being, is ultimately dependent on our broader community. And so through the process we learn to build community within the class. We learn to build tolerance, work better in teams, learn to negotiate, learn to solve problems because outside of the classroom we do not have that many factors that we can tightly control and we realize how little we know about outside world and we are shocked and we are frustrated, we bring that to class and that's not my problem, its our classes problem. We discuss, we try it again, go outside and contact people and let them also speak to us.

**6:17** The idea of service before my students and I thought we were here and the people who needed our help were over here but through the process we learned that maybe they're over here and we are the ones who really need to hear and educate ourselves and they have something very valuable to give us. So now its almost an equal balance. All the parties involved are givers and receivers and we learn to communicate, we learn to help each other, we learn to grow together.

**7:01** My approach to service learning class, first is community formation. At the beginning I give my students of course a framework of what we are going to be doing but I also learn that my idea of how things should be is not always the best and actually my students have sometimes even better ideas. So we begin with a class project, usually the topics are the results of suggestions from students from my previous class. We worked with families and we realized, here, here are the issues that we haven't touched. For next class if we could focus on this issue, it would make more sense. And so I just present to them the big picture.

**7:58** So for this semester which is a special honors colloq, interdisciplinary class, service learning immersion seminar where our goal is to create a short educational video hopefully that would encourage Hispanic families and Latino youth, how to better prepare for college and why it is in their and our best interest that they seriously consider this journey. That project, that's all I tell them. At the end of this semester we want to create 15-20 minute video. How we are going to do it, we will have to negotiate.

**8:44** And so students come in, of course I give them some background reading so that we start out with ideas and facts that are based on solid fact and not just wishful thinking. But eventually we have to decide what to include, what not to include, and why we do what we do. And right now I guess we are approaching the midpoint of the semester and some students are feeling quite overwhelmed and frustrated. We have divided into teams, we have done considerable background reading, we have also had direct contact with various families, parents, high school Latino students, and younger students, ~~people who have not gone to college~~ and are simple working class immigrants to get a wide range of issues that they encounter that would help us better understand why Latino youth have such lower percentage in terms of entering college.

**9:54** I think my students at this point, I hope they don't want to eat me. But I can see the tension and one way to interpret that tension is I'm not giving them step by step, this here's your checkoff list. I have given them, you need to have some reading, you need to have background information, you need to talk to people directly, and here are just a few influential people in the community who have the same agenda as we do and I've allowed you to have direct contact with them as guest speakers or as field trips. — *pulling in? trip? law off?*

**10:40** Ok, now, you divide into groups, you decide how you're going to do it. And so we have four groups at the moment. One group, why bother with college? Another group, what are some of the reservations and what are different options for higher education? Third group, how do you prepare? Fourth group, where do you get the money? So I give them a little bit of class time and they break out and decide, but I see frustrations because they are used to receiving orders from their professors. Ok, whos going to be responsible, whos going to coordinate, whos going to divide the work, and what do I do?

**11:27** And so they come to me, what should I do? And so I simply say I want to respect your leadership, your ideas, and your organization. Some of them have their mouth open, some of them closed, and they're starting to be more independent and are growing ownership of the class. Its not for a grade, its not for me, its for us, the greater community and we're learning to talk, to work together, to listen.

**12:06** Now, what does this have to do with Spanish? That's an important component. For this particular class, students have the option of getting credits in Spanish, especially the writing component. Sometimes we can get caught up in the service component and we do not think about what is it that I'm learning? About my community, about the Hispanic culture, about Spanish language. So I require, the only required homework assignment is weekly reflection journals which they do in Spanish. And I guess I will be collecting their week five or is it week six journal this week and I can already see some

improvements. The first weeks journal I see students writing two, three pages and they're overwhelmed about the idea of having to write so much in Spanish every week. And they say I spent three hours, I don't have this time. And then you get used to it and this, by this midpoint, I think the time it takes to write journal has definitely decreased and also with some students who never have had that direct mentoring in terms of why aren't you putting the accents? That's simple spelling error when you do know. Why are you inventing words? When you can look up in the dictionary.

**13:50** Because your description of what's happening in you and outside of the class is important and because you will be evaluating yourself at the end, how your journals progress, this is important work. And they seem to be putting more effort into it. And so I am grateful for that persistence. And I am still alive they haven't eaten me yet!

**14:27** Another important component of the service learning classroom is its collaborative, its not competitive and everyone has something to contribute. And it's the responsibility of the class as a whole to discover each others strength and negotiate which part of the project each of us can give. So for example two students they were working with one high school Hispanic youth. And they have such an overextended schedule and their styles are different and just trying to organize a meeting time with the Hispanic youth was just not very efficient and they were very frustrated and they couldn't talk to each other very well at the beginning now they are talking better and we realized one student is better at lesson planning and talking directly with the Latino youth the other student is a lot more efficient in terms of finding resources for the class and for her partner to use. So they're negotiating. So, why don't you not meet, just get me the materials and you will have more time to fine tune that component and I will have less stress in terms of trying to manage our schedule and more consistency for our community partner.

**16:59** I think more students and faculty members and administrators see the value of service learning. As a matter of fact, in the example of Ball State University there's this move to create more immersive learning environment for students so it is perfect. And not only provide that real world creative, collaborative, student-driven projects opportunities, but also it helps us to look at what were the founding reasons for higher education?

**17:45** Here we are, we are the privileged class. We have this opportunity to learn. We can defend ourselves more because we know what are our rights, we know we have access to tremendous amount of resources that other people that do not have college education may be aware of. And so we have this, if we don't use it its wasted, right? And why limit to just individuals?

**18:35** Maybe one of the resistance to service learning programs is it is labor intensive. That I will not deny. Why? Because we have to involve community partnership and that makes us a little bit nervous. For example I always struggle each semester how much control I should have, how much control I should give to students, how much control I should share with our community partners because I am so used to having my own

agenda in my traditional classes. I know exactly when my students will encounter problems and how I should motivate them to digest that material, so I feel I'm fine. But service learning, everyone is thrown. We are no longer at our comfort level. And that's where real growth happens, right? I never change unless I'm challenged and I will assume that's similar for my students.

**20:36** In service learning, there's often we work with particular sectors of the population. Those who do not have as much as we do, those who are economically less off, those who may not speak the language, and thus does not understand the system. Those who live in fear, those who are just making it. And because we deal that particular sector of population I think for many of us students and I, sometimes it can be too shocking and it can depress us, because still we only know a spec of maybe the issues that we should understand to better work with that sector of the population and we feel like what kind of difference will we make with little thing that we do?

**21:53** It can overwhelm us, it can be shocking. But because we deal with situations that we are not comfortable with and that really pokes parts in our heart, we take personal interest and because we take personal interest of real peoples lives they're no longer numbers or statistics. They have real faces and when you have meaningful relationships their issues are interesting to us. So political apathy we can no longer afford for example. Newspaper topics that we never even bothered, now our ears perk up.

**22:45** And if we can encourage, positively support just one person, whether our classmate or a larger community member, I think that's enough. That's big enough satisfaction everything else is bonus. Usually we have gotten lots of bonuses at the end of every single project.

**23:33** Right now is the fear stage, we have deadlines, and we have so many hours, we have so many details. But I realize its not my class, its our class, and im not the leader. We have 14 other leaders in the class and they are very capable and I trust their abilities, to share and to lead.

~~Full #2~~  
K2



## **Transcription: Dr. Pak**



### **Dr. Pak 2 Interview 2**

**0:15** The idea for this project – students for my previous service-learning seminars worked with many working class Hispanic families and they were able to provide meaningful services but they are very temporary. Well, their final reflections suggestions indicate that we want some long lasting service and they came up with idea, if we can help the children of these families so that they become more empowered – that would be the greatest service and they suggested, we need to get them to college. We need them to speak for themselves. We need them to defend their family rights. So, the ideas came from them.

### **Dr. Pak 2 Interview 3**

**0:25** In this class, students are paired up with several working class Hispanic families. And this is very important component besides our traditional research and having experts come and visit us, we must listen to these families. They are also a type of experts to us. They tell us, what are the real challenges. What they would like to see happen in their families. And so students work with not only the parents but also high school students, elementary school students, and other individuals who may not have had the opportunity to go to college and what their life is like and what they wished they could have had.

**1:15** So students worked each week one to two hours with individual members whether adult or children. And they helped whatever was requested by these people. So sometimes it may be tutoring, helping with an English project for a high school student, it may be helping helping an adult how to write checkbook so that they could pay the bills and mail it out. But they provided a lot of information that we needed and they provided important input. And up to the production component, they were constantly involved in coaching us as well.

**2:05** So this is really a joint project. It is not the project completed by the students but a project where students have a small component but basically the community families, the community leaders, they tell us what the needs are and what the message that they want to give out through the video.

**2:48** The first two months we spent a lot of time researching. Understanding the issues, how to listen, how to work with them. Now just before spring break, we had to come up with concrete implementation plan because we had very tight schedule and deadlines. And it dawned on everyone that now we can no longer work really individually. Although we worked with families still, students had a lot of individual freedom and individual schedule I would say.

P1

**3:26** And all these students are high achieving honors individuals and they do well when their tasks are clearly identified and they know the instructions that they need to follow. But now they are thrown into, here and they have to lead now. And that's the part where it got really messy.

**3:50** We were tested. We realized that we did not have as much sense of ownership and we had to develop that. So students were broken into teams, they had to write the scripts. We identified what are the important components of the video. Why bother going to college? What are some of the fears that the Hispanic community members face? And how to you prepare? Most important, where do you get the money?

P2

**4:25** And so students they wrote the scripts and they had to decide, whom to interview in order to fulfill the specific content area that they wanted to get out. And they had to decide whos going to make the phone call? Whos going to make the email? Whos going to confirm? According to whos schedule they are going to get together? And it was chaos. But a good chaos. We got to learn to negotiate. We got to put the group first before our own agenda. We got to put first the communities agenda before our class agenda. And that was a wonderful learning experience.

**5: 15** Well the goals of this class is not just to produce a meaningful service through our video project, but equally important is what happens to individuals. Me as their professor. You or the students as individuals. What kinds of transformation takes place within us. Our we becoming more knowledgeable? Are we becoming more skillful? Are we really becoming more active and responsible participants and contributors to our society? That was the question that we constantly had to reflect and ask ourselves.

P1

#### **Dr. Pak 2 Interview 4**

**0:05** I think one of the exciting components of the course, this is truly interdisciplinary. It is not a telecommunications class although our final product is an educational video except for one graduating senior who knew most of the details involved in production most of us . . .

#### **Dr. Pak 2 Interview 5**

**0:00** . . . the students in the class, they had to learn how to hold a camera, how to understand why even bother writing scripts and waste our time? Never mind how to turn on and off the camera. And so in a way, it also forced development of leadership. Students who come with different expertise they had to lead the class. So the production crew, they had to teach us, what are the steps involved in production. Why we have to do a certain way. Why we have to have all our interviews in a uniform way. Why we had to schedule certain way. And why we had to bother transcribing those long interviews. And how to select best quotes.

**0:50** And how to make the video more interactive and more engaging. As well as copyright and getting everybody to sign the release forms so they will not sue us at the end.

**1:07** And then there were other students who had expertise in terms of writing. So they had to come up with a catchy paragraph that we would include in our DVD cover. We also needed somebody to come up with a survey – how useful is our final product? And what kind of feedback do we want from our community? How will we assess the quality – the value of our product? And what perhaps kind of message can we give or suggestions that we can give to our future service learning students so that this is not it, this is just beginning and theres room for improvement. How bout we develop the second edition or the third edition that meets the real needs of our Latino youth in our families as they pursue higher education.

**2:20** Because our – most of our students are not production students, we are in humanities, we are in education, we are in criminal justice, going in I think most students had low expectations in terms of the quality of the video. We knew that message would be important. But in terms of the stylistic quality of the video.

**2:59** The professional quality of the video, students were not sure what to expect. After all we are just students – we are not professionals in production. However on Sunday evening, late evening, small group of us went to the lab and we saw what we had. The music, message, the b-rolls – we were thrilled. Wow!

P3

**3:30** And in the class, after the screening, you could see students clapping, this is a lot better than what we had expected and it motivated us, inspired us that we would have different groups of students that would dedicate so many hours at this crunch time of the semester to produce quality video so the community members could be more engaged. That was very special. That demonstrated sense of ownership. And we have come to an agreement if our video helps one family, one Latino youth, to seriously consider applying to college, because now the information is not so foreign. We feel that our goals have been met. And anything extra is a special bonus.

P4

## Transcription: Chris Thornberry



### Chris Interview 1

**0:32** The interesting thing about this class is that it was interdisciplinary. It was designed mostly as a Spanish class that decided to take on a video component. So most of the people in the class are Spanish majors and minors . . .

### Chris Interview 2

**0:07** One thing that was interesting about this class is that it was interdisciplinary. So not everybody is a telecommunications or production major. In fact everyone was either a Spanish major or minor. There was a certain Spanish level that you had to have before you could take the class. So that was the connection that everybody had. And then there were five of us who were telecommunications majors and had any production background at all. So that presented a lot of frustrations at times and just challenges in general, teaching nonproduction people, and, history majors and teaching majors, how to write a script or do anything relate to production because they really had no background in it. But we got through it. 98

### Chris Interview 3

**0:00** . . . somewhat well received. Just as we kinda predicted we got all kinds of different scripts from the different groups but that wasn't a problem. I think the non production people in the class learned that when a video is made, this one being just the same as any other.

**0:24** This video, just like any other, when its made, its written by one group of people and then assembled by another. So whenever that happens, changes are made. Somebody writes a script and it nevers turns out like that on video and I think a lot of the

nonproduction majors learned that in this class because they had all spent, they spent a lot of time putting together their scripts and then we come in here to the editing room and we kinda tear it apart for some, some more than others definitely. But I think they were okay with that after they saw the final piece so I think that worked out pretty well.

**1:22** About halfway through the semester a lot of the people with service learning projects, and community partners were pretty well into their routine and we had done a lot of research through that kind of interaction as well as the guest speakers and the readings that we were assigned so we got to the point where we decided to start coming up with who we were going to interview, what questions we were going to ask.

P1

**1:45** So once we did that the beginning of the production phase went really smoothly. We had all these people and all these questions and they were, we just filmed one right after the other, no problems really. And then we had to start dealing with all the footage that we had. So we got some of the nonproduction people involved transcribing the interviews and picking out the good quotes and then eventually writing a script from those quotes that they chose.

**3:09** A lot of the transcribing and most all of the scriptwriting was left to the nonproduction majors. So myself and the rest of the production team we simply gave them videos to transcribe, and then a few weeks later we were getting email after email f script and revised script and various updates for these scripts but we never actually saw the transcriptions . . .

**4:14** The transcribing and the scriptwriting were primarily left to the nonproduction people in the class to complete. Myself and the rest of the production crew would be present at any interview that was filmed and we would hand off the video for the nonproduction people to transcri

#### Chris Interview 4

**0:00** . . . create scripts from them. Which were then emailed to us.

**0:30** So on the production end of the project we got a script based on transcriptions that we never made or we never even read ourselves and were kind of left just to trust in the other groups that they selected the best quotes and then make a video based off of that even with the small changes and big changes that we would make after that.

P2

**1:02** If we had had more time, since we had started the production in the middle of the semester maybe we would have been able to check out the transcriptions ourselves, but now that the video is done, I think they did a good job. We got some quotes, there were some sections that we talked about including but that didn't end up in the final video but I don't really think that it was lacking anything necessarily, I think they a pretty good job of throwing together the quotes and the scripts being nonproduction majors.

P3

**1:45** My favorite part of the production process happened on I think either the Thursday or Friday before we were supposed to have the video done. And we were sitting here in the editing booth looking over all these interviews that had absolutely no b-roll and there was cut after cut that was just jerky and didn't flow at all and you couldn't have a video with those cuts in it. So we were going to have these little note cards written out in marker or something we weren't quite sure we were just trying to come up with some kind of solution. And we were actually having trouble finding markers or somebody that could write legibly enough to do that idea.

**2:22** So while we were sitting there waiting . . .

### **Chris Interview 5**

**0:00** . . . that we ended up using as the title scenes with the fountain and the bricks and the bench and things like that which is really random b-roll but it kinda solved our problem and I think that was one element that people liked in the screenings when we showed the final video.

**0:27** We initially screened the final video Sunday evening around 5 or 5:30, we were supposed to do it originally at 5 but Dr. Pak walked in at 5 and that's when we had to press render and that took a few minutes so we were a few minutes late but we were close enough to being on time. At that moment me, tori, marggy, and Dr. Pak and Mateo got to be the first ones to see the finished product all the way through and I'm pretty sure they enjoyed it pretty well. Dr. Pak gets rather animated when she is surprised or impressed with something so its always a good way to gauge the quality of your work I guess. ph

**1:30** When the video finished in the classroom screening we got applause which was kinda expected with any class project you present, but I think they were really surprised because up to that point they had no idea what it was going to look like. We were supposed to be giving them updates and showing them our progress throughout the semester but we really didn't so they really did see anything until that initial screening of the final product. So I think they were pretty impressed.

**2:33** Usually when you have a production like this you do all of the filming, then you have your script and you go into the editing booth to create your final video, which we attempted to do, but it didn't work out so well. We did film all of the interviews in a rather quick amount of time and they got transcribed and the scripts were written and that all worked very well, but the b-roll was the problem. We had all these interviews and we were trying to edit without any extra filler footage. So we really ended up filming up to the last day. p1

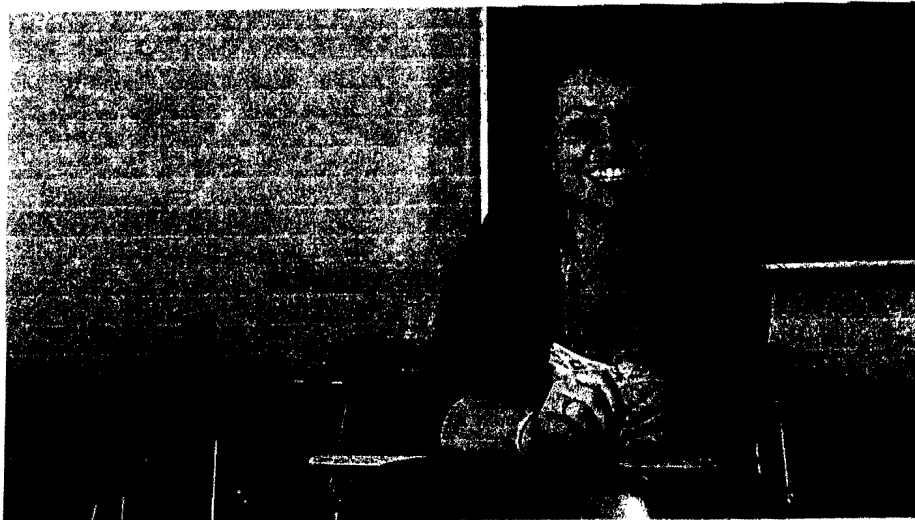
**3:31** So we were filming up to the last day and since we were doing that the editing process started out rather slowly. We only had our interviews so the production crew that was editing the earliest was simply putting together those quotes which really wasn't much of a video it was just a sequence of quotes. So the most time we spent editing was the last five days leading up to the time when we turned in, or when we screened . . . p4

**4:02** The most time was spent on editing the last five days leading up to the initial screening in class. And during those five days myself, tori, and marggy clocked I think just over 100 hours in the lab. We pretty much just left for eating, sleeping, and class on the Wednesday and Thursday when we were editing. So it was a hectic weekend but I think the final product turned out very well. p5/p7

**4:44** The biggest problem that we ran into has definitely been the subtitles. We talked about doing subtitles all semester long and the decision to actually have them be a part of the video was kind of a last minute decision. We decided to do it I think a couple days before we were supposed to have the final video done and Dr. Pak was with us here late one night and she helped us translate the English subtitles which I had done earlier that day while tori and marggy were editing.

**5:24** We had the subtitle code all done, all finished, it looked great, it worked great in the DVD program as I assembled the DVD. I was really excited about it. I got a call from Marggy I believe and she asked me how it was going right before we were supposed to screen this in class, which we were supposed to watch with subtitles as well. And I said everything was going great and then I burned the DVD and before I leave for class I test it on my computer – subtitles don't work. Then I test it on the TV – subtitles don't work. So I get to class and we don't have subtitles. Screened the movie, everybody liked it. After class I rushed to the TCOM building and I'm asking anybody and everybody who might know how to do these subtitles how to fix the problem with the program. I end up finding a professor rather late and he worked with me for an hour and we came up with some solutions, we tried some things out. I go home, try to burn a disc, still nothing. So as of this point we still don't have subtitles but I am sure we will get them, its just the last minute stresses that we have to deal with before we can send this off for duplication.

## Transcription: Sarah Welcome



**1:17** My name's Sarah Welcome, I'm a senior criminal justice major and minor in psychology and Spanish.

**1:34** I've had a service learning class through my criminal justice major. Last year I was in crisis intervention and it was actually an option. You either did service learning for 3 hours a week or wrote a 20 page paper, so I mean, I would have done service learning anyway, but that made it easier to do. And I did it with A Better Way, the battered women's shelter in Muncie. I was there for emotional support, like there wasn't any set duties I had to do, I just kinda hung out in the residential area and if they needed any help with making dinner or doing their chores or taking care of their kids like I helped them and it gave me better experience with advocate, domestic violence, rape, child abuse issues. And then the only work we had to do with that was we had three journal entries we had to do with it. It was a really good experience and I would definitely do it again. Which is one of the reasons why I did this class as well.

**2:36** Um, yeah, it definitely was. We had assignments and tests and a syllabus, like this is what we are doing this day, these are the readings you need to do. This class is definitely unstructured. Its pretty much, we make the class whatever we want to do, which I like it better, it makes me want to learn Spanish more. I've taken 301 and 302 and I think ive learned more Spanish wise in this class in the four weeks weve had it than I did both semesters with those classes.

**3:29** Well that's weird for me because ive always been one of the better speakers too and then I came here and I was like I do not know anything. But I guess its more motivating, like I sit there and I think ok, im going to give like a whole sentence answer I need to think about how I'm going to say this.



**3:50** Oh, when I called Lucerco I had a whole script written out and like I said the first sentence and she was like, bueno, and hung up, so yeah. It wasn't as bad as I thought it was going to be.

**4:13** Yeah, I was actually really nervous to call her because I mean ive had contact with Hispanics, I work with them, ive been to Peru, but haven't actually sat down to have a real like one on one conversation with them. And I kinda felt like she thought I was a Spanish student so I should know more than I do. I did, I had a whole script written out and she didn't answer and I didn't have a script for like if I had to leave a message and so I completely stumbled through the whole message. I think I got my, I mean obviously I got my point across, but it wasn't as smooth as I wanted it to be. And when I did call her it was really like I just told her who I was, what I was going to do, she said good, asked me if there was anything else and that was it. I let Cody do most of the talking actually.

**5:04** I have actually Lucerco's daughter Jasmine. She's in fifth grade and needs help with math and the first time we met her she actually brought her workbook and whipped it out and we just did math the whole time – it was fractions. She had the general idea of what she was supposed to do but she didn't know how to get there, like she needed help with, she knew the basic concepts she needed help with actually following through with them. Yesterday I met with her she didn't have any homework so we actually just, Cody and I are partners, we just asked her anything, if she had any questions for us to go ahead and ask and she did that. And we asked her a bunch of questions and actually found out she likes hip hop music and wants to be a politician so we've got a lot in common actually. She seems a lot more grown up than fifth grade, too. Especially than what I was in fifth grade.

**6:02** Yeah, she said next week shes gonna bring her book and we were going to go through everything. Anything past or present shes had trouble on. And then if she needs help with anything else like reading, we're in a library, or science I'm pretty sure I could help her with anything she needed.

**6:40** She heard me try to speak Spanish with her mom and when I sat down with her she was like, do you want to do this in Spanish or English? I was like, English would probably be better, especially because its math, I have no idea how to explain math in Spanish. Theres really no way it could have been in Spanish.

**7:25** Yeah, I mean I'm still nervous about my Spanish. I'm still not as advanced as some of the people in the class, but then I'm better than some people in the class too, so its kind of a trade off and no one expects me to be fluent, so I've kinda gotten over that fear a little bit. I was really really concerned about the amount of work the first day, it just sounded like so much when she was listing it and this was supposed to be my easy semester since its my last semester, but that's gotten easier too. I've kinda gotten into a routine like I'll write this part of my journal on Mondays and this part on Wednesdays and it hasn't really been that bad especially because like now I have a lot to talk about since I met Jasmine and its really easy to sit down and type 400 words. She's also, her gradings more lenient than the other composition classes I've had before. Like those

classes I would work forever and not get a good grade and this one she's basing it on how well you've improved from the first one to last one so that's, cause I know I'm going to improve, so it's a load off of my shoulders. It's not like a D for each journal it's a check so it's a lot easier.

**8:40** And most of the corrections I had to make were just like forgot to put personal a's in or a lot of stupid stuff like my I didn't have adjective subject agreement like with the Os and As. But it wasn't anything terrible like you don't know Spanish. So that made me feel a little bit better.

**9:15** I'm not really concerned about it yet just because I don't think if we were making the video, like we don't, there's nothing for us to film yet and like the first part of the class makes sense. We're supposed to go out and get the information. I mean I really don't know anything about that stuff, so I'll let the people who do worry about that more but I think as of right now we are doing ok. So I guess we'll see later on in the semester then.

**9:50** Well I guess the feel of the class is a lot different which I guess with a lot of my honors classes is the same way, but I feel more like I'm friends with the people in the class and I can go talk to them. I think the dinner had a lot to do with that, but I guess just because it's such a small group, it's such like an intensive project a lot of people have personal reasons for doing it, like I guess it's more of a family feeling and I feel more comfortable in this class than I do with a lot of other classes.

**10:38** Well, my initial reason for taking the class was I saw it counted for honors and Spanish, I thought that was pretty cool but it drew my attention because I am a Spanish minor and I'd never seen a Spanish colloq before from what I'd seen and like Hispanic foreign policy issues are kind of, they hit close to home for me because I want to do international law and I think this could be a really good way to understand the issues more and have more connections, get more involved, especially with the law firm we're working with that's the law firm that I want to work with in the future, I think it would give me good connections. This class has also kinda changed my viewpoint on the issue a little bit, like I'm usually liberal on almost like everything but I'm kinda more conservative on the immigration aspect of politics and taking this class I, especially the kids view, it's not their choice to come over here, it's their parents and so they have to deal with the choices their parents made and it made me kinda be more empathetic towards people in this situation. So, I think I've definitely benefited from the class.

## Transcription: Sarah Welcome



### Sarah 2 Interview

**0:03** Ok, the distribution list was my main topic that I focused on. I started out, I, there is a website you can find the demographics for every school in the state of Indiana. So I went through every county and every school that had over 10% His – er, over 5% Hispanic I put them on the list, so our original list was like 200 schools. We divided them up and called all the schools to see if they wanted a video – or send them an email. And then whatever schools said yes, we sent them one.

**0:32** So it was definitely a lot more work than I expected it to be though. It ended up taking about 18 hours.

**0:53** We contacted all the schools and whichever ones said yes we're interested in this, we put them on a final distribution list and the last day of class we all got together and everyone address a certain number of envelopes and now we're just waiting to send those off to all the schools.

**1:19** The last community service I did, er, service-learning, I felt it was more, they were getting as much out of it as I was. During this one I think I kind of got more out of it than Jasmine did, like, she was kinda there because her mom made her and she wasn't really enthusiastic about it. I could tell she was really shy too, which you know, I was nervous doing it, I'm sure she was more nervous. But I definitely got a lot more out of it I think, I was excited for them, I like looked forward to seeing her during the week. I guess it helped me realize I guess if I learned one thing from like . . . I'd always thought about immigration in the perspective of parents but I never really thought about how it affects their children. How its not really their choice. And they kinda got drug over here and especially with schools these kids are learning things that their parents don't really

know how to teach and like Jasmine didn't know a lot of the basic stuff about fractions and I realized her mom didn't either tho.

**2:15** So stuff that normally kids would be getting help from from their parents at home they don't get that in many of these situations so it kind of opened my eyes to the kids perspective to immigration.

**2:54** I definitely gained a lot out of this, I'm glad I took it. It was a lot of work and sometimes I regretted taking it, but once I actually look back on it, I'm glad I learned a lot, a lot about immigration I didn't know anything about it. I want to do international law, so its stuff that I should really need to learn and I actually got an internship through this class with an immigration law firm so that's a plus.

**3:22** Based on use of Spanish I think this class helped me too. I don't necessarily think I improved like with my writing and speaking – I mean im sure I did, I mean theres no way I could use Spanish that much and not, but compared to other classes it – I get frustrated when you learn proper grammar and syntax because when youre actually out in the real world talking to Hispanics, they don't use that kind of language. And so practically I think it taught me a lot, while I said I didn't think I improved in my actually writing and speaking im more confident when I speak like im not really that self-conscious oh I don't think that im saying this right, you know, I just talk because ive used it so much that it just kind of comes out.

**4:03** That something that I was worried about at the beginning of class. I wasn't as skilled in the language as a lot of people in the class but at the end I was like, im getting my point across, it doesn't sound right, but they know what im trying to say, so im more open with using Spanish now because of this class.

**4:59** Yeah this class was a lot different in the fact that it really was – I mean you have group projects in other classes where you have three people that are working on this and three people that are working on that for like two weeks and that's it, but this class what like a giant group project the whole semester and it was pretty hard because there were so many different personalities, like . . .

**5:46** This class was different in the fact, like, you do group projects in the past with other classes where it's a group of four people and you work on this project for a week and youre done with it. This class was pretty much like a gigantic group project the entire semester and it was kind of hard because you had a lot of different personalities in the class. There were people that you know were really picky about stuff, people that really didn't care at all, people that were kinda in the middle and I kinda figured that I was in there with 13 other honors students and that I could put in my two cents but it was gonna be good no matter what happens.

**6:22** It was kinda frustrating too because we were – everyone was so busy, everyone had different schedules. Pretty much the whole class was through email, and that was kind of frustrating because I didn't print off half the emails that I didn't realize I was

gonna need and now my portfolio – its kinda rough, but that was frustrating. I do think it ended up better though that way. It taught you how to work in a group and by the end we did kinda, everyone saw eye to eye and it was a lot more productive towards the end with everyone feeling comfortable enough to make comments and tell other people to shut up when they don't think they're right and

**6:59** I'm definitely more – im better friends with everyone in this class than I have been in my other classes because its not your normal lecture where you go sit down, listen to the teacher, and get up and leave. So that's beneficial definitely. Especially getting a job and going to the real world where its pretty much a giant group project all over again.

**7:36** I think it is. It is gonna help a lot. I was impressed with it actually. Towards the middle of the semester I didn't think it was gonna get done. And so it did turn out really really well, I was impressed. And it is gonna help people. I – my group was the money group and I learned stuff when I made it that I didn't know before about loans and how to repay them and it made me feel better about it. So if I didn't know this stuff and ive already been through college it definitely gonna help people who have absolutely no idea what they are doing and it has been well received so far, like with contacting people through the distribution list, ive had counselors say it was an amazing idea and they'd love it – we had one school request two already before they've even seen it.

**8:21** Yeah, just it pretty much sums up two years worth of the process in a fifteen-minute video. I kinda wish I would have seen something like that when I was applying too, so I really do think it's going to help a lot of people. And not just – just not Hispanic students, everyone.

## Transcription: Adam Winn



### Adam Winn 1

**0:00** Pak: Doesn't he look young?

Winn: I'm thirteen. You know me. I can't grow a beard so that's pretty cool . . .

**0:40** My name is Adam Joseph Winn and I am the assistant director of admissions at Ball State University. Have you guys ever heard of that school? . . . Oh its awesome, it is, it is good.

**0:56** My major when I was here was telecommunications with a focus in production and I minored in Spanish. The first time I ever met Dr. Pak was actually the first class I ever had here. I tested into third year Spanish and I couldn't take 301, 302 or the grammar or the literature class so I took Dr. Pak's business Spanish class. Anybody taken that? You have? Was it like the easiest class you've ever taken?

**1:26** Pak: Was it with me?

Mateo: No

Winn: Because with her its not easy at all.

Pak: I thought it was easy.

Winn: It was the first class I had every dropped before, but, but and I thought she was going to be heart broken for all time. She really wanted me in her class I thought. Most teachers I'd had would be like just get out of my class, I don't need somebody who doesn't want to be here, but she like begged me to stay in the class, but I didn't, I didn't stay in the class. But later I ended up working with the Virginia Ball Center I did that with them with Dr. Pak's section and it was a really good experience I love Dr. Pak by the way, so that's the only reason I'm here not because of you guys, I'm just kidding you guys are cool I guess.

**2:20** So yeah I graduated a year and half ago so that's why I look so young and good looking still and so I see some questions on here that you guys have asked.

**2:36 Pak:** How is it that with your major you ended up in the office of admissions?  
**Winn:** Almost entirely because I speak Spanish. Some, now, you guys all speak Spanish too? Is everyone in here able to speak Spanish?

**Student:** Más o menos.

**Winn:** Right, well, Dr. Waters, who was the dean of admissions until this past year would always introduce me and say and this boy's fluent in Spanish but I think the more Spanish you know you guys will agree with me the more you find out that the term fluent is like scarier and scarier far off. You're like I don't know if I'm ever going to be completely fluent and so I would say that I am conversational probably but I wouldn't say that I am fluent so by and large when I talk to Hispanic students I mean if they are coming here they speak English usually right? So usually I am speaking with parents and a lot of times students want to translate what I am saying for their parents rather than have me speak Spanish so I can catch them if they're lying so.

**3:40 Pak:** So in terms of your responsibilities in the office, do you actually recruiting, going to school?

**Winn:** Yes, I do recruiting. Primarily what my job is I have a travel territory of ten counties in southwestern Indiana, St. Louis, Houston, Hispanic college fairs anywhere, last year I had southern Florida and I also have Puerto Rico, yeah, really hard Puerto Rico. And so those are the places we go to recruit Hispanic student primarily and we'll talk about why we do that in a little bit, so do they have a copy of the original question that they.

**4:21** But the questions that you guys have asked, did you guys come up with these questions? These are very good questions by the way, I am glad that you asked them because it made me sort of examine our own policies and why we do some of the things that we do.

**6:32** What are the past admissions enrollment patterns for Hispanic students who have enrolled at Ball State? Who wrote this question?

**Pak:** Nuestra.

**Student:** We worked in a group.

**Winn:** You worked as a group, group cheating that's my favorite kind.

**6:48** First of all I wasn't entirely sure what you meant by this cause at first you say what are the past admissions enrollment patterns and then you say for Hispanic students who have enrolled at Ball State. So, lets just say admissions patterns for Hispanic students who have enrolled at Ball State and you will see on the thing that I passed around, actually could I have one of those.

**7:12** Actually if you look down, percentages by university like here you'll go through and you can see the first line is total number of students of color at Ball State and then the line below that percentage of Hispanic students at Ball State that's percentage of the total population so we've been hovering somewhere between 1.2 and 1.6 for the last five years and up at the top is where all of these sources come from so you guys can come find them too if you think I'm a big fat liar. And then the next section is IU so we have like a comparison. IU has a very terrible website for trying to figure out what there numbers

have been over the last five years. Purdue has a really great website for it. And so you can compare those numbers there but basically somewhere between 1.3 and 1.6 for us. And I believe later there's a question about what's our goal. By 2011 we'd like to see 4.5% of the incoming freshman undergraduate population be Hispanic students. So that's the answer for that.

**8:37 Pak:** The first set of numbers presenting Hispanic students in Indiana public schools.

Winn: Yes.

Pak: So last year 6% of the total students enrolled in public schools were Hispanic.

Winn: Correct.

Pak: And then you said national average by state you mean the whole . .

Winn: If you took each state's percentage of Hispanic students and averaged them against the other states, 14%.

Pak: Ok, so as a nation 14% are Hispanic students currently enrolled in public schools.

Winn: Um, no, more like if you took each state, so one state has 10% one state has 20% and then there were only two states in the whole US and you average those up and you have 15% so that's how that number works. So essentially what that says is that Indiana is below the national average as far as how many Hispanic students make up the total number of students in our public schools.

**9:38 Pak:** Ok and then by university at Ball State, what does it mean, the percentage of ethnic minority versus the percentage of minority population?

Winn: Yes, okay, so this is, the first number is, heres the total number of students at Ball State, we want to figure out how many of these have defined themselves as part of what the census would consider an ethnic minority group. So Hispanic, Asian, Pacific Islander, Black, Hispanic – did I already say Hispanic? – So that would be this group here so that's the second list there or the first list percentage of ethnic minorities so you would have 10.2% at Ball State right now 10.2% of the total student population. Percentage of Hispanic students that's within this whole big group 1.6 of our total student population defined themselves as Hispanic and then the last one is a comparison of those two so if we looked just at the ethnic groups, whats the make up of Hispanic students within that population. So these are all the ethnic groups, Hispanic makes up 12 and a half percent right now.

**10:57 Pak:** Given the fact that Hispanic population is the largest minority, you don't see that at this level of the education.

Winn: Right.

Pak: Ok, gracias.

Winn: De nada.

**11:11** Um, ok, so lets see what we have next.

Pak: Past admission enrollment . . .



11:21 Pak: What percentage of Hispanic students that apply are admitted?

Winn: Ok this is an interesting question. Ethnicity at Ball State has absolutely nothing to do with the admissions process. Its not even, as far as when we actually get the application and start going through them and we mark them and we do the calculation and all that we don't even look at the student's ethnic background. And so we don't have numbers on that because its not a basis for our admissions decisions. So we don't have numbers about what percentage of Hispanic students who apply are admitted.

12:03 Where do these students come from? How are their background profiles similar or different from mainstream Anglo students? Where do these students come from that go to Ball State are mostly northern Indiana, places like Goshen, Elkhart, La Port, closer to Chicago, eastern Chicago, that area and Indianapolis. Those are the areas that make up where the majority of our Hispanic students come from.

12:33 How are the background profiles similar or different from mainstream Anglo students? To be honest, I don't really know. I mean other than the fact that they're Hispanic, they tend to come from groups that do not enjoy the idea of loans, if you look at, that tends to be something that a lot of people are talking about in financial aid these days that for some reason Hispanic students have an aversion to taking out loans. There's a quote at the bottom here from Nellie May which is a student loan branch of Sallie May, Sallie May is also a student loan lender so I don't really know why they're separate, but it basically talks in there about students who dropped out, what was the reason they dropped out. For non-white students a lot of them the first thing they'll say its loans, like they didn't want to take out big loans. White students will list some other reason but when you look at the numbers for the amount of debt that these students graduate with it's the same. Its like there's a different tolerance for the amount of debt that you're willing to have. And so Hispanic student tend to not want to have as much debt as their white counterparts. Yeah?

Laurel: In one of the articles I was reading in our, we have a big course pack of readings, and the one that I read recently said that it was written by Hispanic about the Hispanic problems and getting to higher education and they said that one - they categorized reasons in four categories and one of the reasons was that they mentioned that they were - they did not want to get into debt, they did not want to take out a loan, that they are very - it might be that they are not as aware . . .

Adam Winn 2

0:00 Laurel: . . . in the culture, they just don't want to put themselves in that situation or be owing to somebody else.

Winn: Yeah, and the average college student in the United States now graduates with \$17,500 in debt and that might just seem like an astronomical number if you come from a socioeconomic background where your parents might not even make that much in a year and so compared with the amount that you are used to making in one year that's ridiculous. You're like - I'll never be able to pay that back, is what that means. So that's been a big problem. And yeah, so ok.

0:43 What percentage of Hispanic students come from low socioeconomic class? I could not get numbers on that either.

0:58 How does the enrollment of Hispanic students at Ball State compare with other institutions of higher education in Indiana? You can see on there these are the differences. We are behind IU and Purdue. So the question is why? Why are we so much behind Purdue and IU? And so the answer for that if you go down to the next sections, non-Indiana residency, has anybody heard rumors that we're not admitting anybody from Indiana anymore? Does anybody hear that? There were like two articles that were written earlier this year that we just got a firestorm of phone calls about because they thought that Ball State was no longer admitting students from Indiana. That's not true, that's the most ridiculous thing I've ever heard. What is happen though, is that we are looking out of state for our numbers a lot now, which is what IU and Purdue have been doing which is where a good portion of their minority population comes from. Indiana, as the current director of marketing enrollment and communications says Indiana's tremendously white. He comes from the east coast and its just a very white state. And so we have to find those students somewhere else. Is what its coming down to. Yeah?

2:22 Laurel: Just a question, is there a reason why you want to make people come that big distance any – because Indiana is so white? Like, does it matter if they are going to school here or they're going to school someplace not as far away?

Winn: Well, universities, one of the things that they tend to value is diversity and not just in racial background but they also say that geographic diversity is important and so because if you look at these numbers IU and Purdue are sort of doing what we think is ideal. If you look at Purdue I think that is probably the more accurate of the two numbers that are there. Purdue has 33% of their students come from out of state. And so having 33% out of state is more of where we would like to see ourselves at in the future because that represents more geographic diversity I guess. If you have all these ideas that are only coming from Indiana, there are not a ton of diverse opinions there. Yeah?

Loren: What are you doing to make Ball State more appealing to out of staters because a lot of . . .

Adam Winn 3

0:00 Loren: . . . here. So why would people from elsewhere want to come?

Winn: That's why we have a completely different marketing approach. Things have changed, I'm sure you saw it, some of you probably hated it, some of you liked it, education redefined, immersion learning – do you guys know what immersion learning is? Raise your hand if you know what immersion learning is.

Yeah, Virginia Ball Center would be an example of immersion learning. Right now they're having big talks about changing the curriculum for the entire university, the core curriculum so that every student here will have at least one experience doing an immersion program. So that's something that we are trying to do right now to set ourselves apart so that we can answer that question to out of state students who are saying things like why would I come there. You've seen that theres been a lot more emphasis on

ranking. I'll tell you what you go to St. Louis, that's one of my recruiting areas and students ask you just that, why would I want to come there and we know statistically the reason that the somebody would want to come to Ball State is really one of only two things and its this for every school. First, do you have the program that I want and is it awesome? Like is it a really good program? And then the other thing is when I visit campus can I imagine myself there? If you cant, then you've lost. Theres no way that the student's gonna come. And so students, you guys probably remember when you came on your visit, youre walking around, Ball State was actually the 10<sup>th</sup> school that I looked at, I'm walking around and I'm constantly trying to be able to see, am I going to be able to eat this food for the next four years, two years or however long you are on campus. Am I going to be able to make friends with the people that are in this residence hall or are there people here that are like me? Do they mention my program? Do they think that it's a pretty good program? Things like that and so that campus visit and just do you have a program that I want that's really good? Yeah?

**1:58** Katie: I am from out of state and its really hard to justify coming to state schools in a different state because its so expensive.

Adam: Yes it is.

Katie: Like, I could have gone to ISU and paid state tuition but I came here and its so much more, like a lot more. Its really hard to justify like especially if there is a program in your state, I cant imagine how much . .

Adam: I think 24 thousand 194 dollars for room, board, tuition fees.

Katie: So basically like for four years you're paying 100 thousand dollars.

Adam: Uh, Yeah.

Katie: That's a lot.

Adam: That's true . . . yeah.

**2:28** Jessica: So, in the education redefined commercials do you guys have anything to do with the marketing strategies in that?

Adam: The way that its set up is that theres a university communications is the one who sort of goes through that process. They contract it out with somebody else and then they go through and they have very specific requirements for what they want their commercial to do. It's a very surprisingly painstaking process. I've come from the TCOM side and to be honest I would not want to be the one behind the camera for those commercials because they just nitpick it apart a thousand times . . . yeah go ahead.

**3:03** Jessica: In the commercials, like theres no ethnic diversity whatsoever, its just yeah, I saw one with one black person it was at the end of the commercial at like one in the morning. And like that was the only time I had ever saw anybody beside like.

**3:18** Griffin: I think my mother wrote a letter . . .

Jessica: Yeah, it doesn't market like when you see those commercials you're like wow theres nobody like theres no diversity at Ball State so why would you want to come here? When you see those commercials and that's all you see.

**3:31** Adam: These are good points. Unfortunately I'm not in control of those things, but those are good points.

**3:40** Pak: So, number 5, given your immediate direct exposure of trying to recruit students of diverse backgrounds what are common challenges that you see Hispanic students specifically face when they are trying to apply?

Adam: Well, I think theres four. The first, you know, ones everybody deals with, and those are money and what do I have to have to get into this place? So the money issue, we talked about loans a little bit and that's probably the biggest deal is understanding that process and then as far as what do I have to do to get in so the admissions criteria. If you look on the, the drop out rate average by race down below Indiana residency you'll see that Hispanics fall in just behind black students in number of students who drop out each year.

Pak: This is at Ball State?

Adam: This is national. So that's from public schools.

**4:44** So and that's from the past ten years that's an average. So because the way that we admit a student its completely race blind, we don't look at race at all. If a student is denied from ball state its simply because they did not measure up to the same standards that every other student measured up to. So that's a problem that some Hispanic students have, they tend to have lower national test scores. I tend to recommend to Hispanic students that they take the ACT as opposed to the SAT. I honestly don't know if this is true or not but I have heard a lot of people say the ACT favors women and minorities and my personal experience however as I have been admitting and denying students I have not noted that correlation. If its true, I haven't ever actually seen that. So, but people say that maybe if I had a bigger pool size I would be able to see that more clearly.

**5:42** And then the other two things would be language that the parents tend to, well I shouldn't say that, if its gonna be a problem, its usually with the parents, its not usually with the student. If the student is already passing English and things like that obviously I can see that from his transcript, theres not going to be a problem with him coming into my office and asking me questions but his mom or dad whos sitting right beside him might feel a little uneasy about whats going on and so I have to constantly say, well, lets stop for a second and you translate for your mom what we just talked about okay? So that's something also.

**6:22** I mean, imagine your own parents being completely out of the process that would just be so weird wouldn't it?

Laurel: I think now that you say I think that would really have an impact because I know that my parents pretty much did my college search almost for me, like they were really an active part of it of what I . . .

Adam: Oh, you're one of those kids. Jeez, I get your mom that comes up to me at a college fair and . . . so she's really interested in . . . and the girls standing right here.

Laurel: Yes, that's my mom.

Adam: I've met her, shes nice. A litte talkative, but . . .

**7:01** Alright, and so then the fourth thing would be documentation. Occasionally you have students who are scared to ask you any questions about documentation and they don't know exactly if its even possible for them to go to college a lot of times they have guidance counselors who have told them, nope you cant go so don't even apply I'm not going to send your stuff in. And so a lot of times ill end up getting third parties who call in like La Plaza in Indianapolis and they'll say yeah, this guidance counselor said that he couldn't apply would you call this person and tell them yes they can and I say ok and I do it.

**7:36** Okay, so those are some things and we'll talk about undocumented students in a second. Is there a target number of Hispanic students, yeah we talked about that 4.5% undergraduate by 2011.

**7:54** And that's the incoming freshman class? Or just of the university?

Adam: I believe that's for the incoming freshman class. So the incoming freshman class would look like 4.5% by that point.

**8:06** Pak: So there would be 700 students?

Adam: I don't know because they also have a desired number of increase overall.

Pak: So, 7,8,900 Hispanic students is what we would like. Jessica, whats the current number of latino students that we have on campus?

Jessica: On campus, it's a little over 200.

Adam: I think its, I saw that number, I think its 274 actually, if that's right.

Pak: So we want to double or triple. In four years.

Adam: Yeah.

**8:49** Pak: Affirmative action.

Adam: Affirmative action, does it play a role? Nope! Have you guys heard of the University of Michigan case? Yes, you did? Did you read about it? You did? Who read? Some of you read about it some of you didn't. Was it for class that you read about it?

Sarah: We completely dissected it.

Adam: Here, you talk about it then. What was the finding at the end?

**9:16** Sarah: Um, oh gosh, Michigan has like points, well they award certain points for like if you had a high test score, certain points for GPA, and you get ten points automatically if you're a minority and there was a white woman who didn't get accepted to their law school and she filed a lawsuit saying like it wasn't fair. She was more qualified than these students that got it, but because they had the ten extra points they were, yeah, they got in because of that so she filed a lawsuit against . . .

Pak: This was specifically for Michigan law school?

Sarah: Yeah. Right, and um, they upheld her decision, I think didn't they?

Adam: What ended up happening was she went through the district court, the federal district court and they said, yeah your right, that's wrong they cant do that to you and so they passing it all on to the appellate until it got up to the supreme court and then the supreme court said well, for graduate school its ok, you're allowed to use points if

you want to in order to meet your diversity needs. And they said, but for undergraduate you're not allowed to do that. You're not allowed to use a point system, you're not allowed to use a quota system in order to meet your desired goal of however many percent of students. I think that case was Grotts vs. Bollinger.

**10:45 Pak:** What currently that Michigan law school, they're not, they don't have affirmative action. They have seen the consequence. Significant reduction of minority students enrolled in their law school.

Adam: Yeah and so what people do instead of points is that, cause they cant do that, they'll give scholarships and cruise around tonight on the website and look at graduate schools and see how often a phrase such as 'students from underrepresented populations are encouraged to apply' because there'll be scholarships available for those students and so that's the way they try to meet those goals.

**11:30 Laurel:** Yeah, I can speak from personal experience. Searching for financial aid for graduate school, I am in the process of applying for graduate school and there's pretty much no scholarships for me. A lot of them are for minorities, im not saying that that's bad but like theres, I was looking for me and I wasn't finding anything, but there are a lot for minorities.

**11:56 Adam:** And the same thing is the case for undergraduate. At ball state, so, weve sort of been talking about how theres a lot of, theres much more diversity outside of Indiana than inside Indiana so were recruiting a lot out of state so how do we get these students to come to ball state from out of state when it costs so much more? Well we have something called the academic recognition award and the criteria for it if you are a minority student who graduates in the top 50% of your class with at least a 3.0 then instead of paying out of state portion of tuition, youd pay what an in state student pays. You pay in state fees.

**12:40 Pak:** Since we don't have much time, can we go to number 11.

Adam: Yes we can, um, what message do you want to give to potential Hispanic high school students . . .

To be honest, the same message we give everybody which is just that we have top ranked programs, come for a campus visit, its fairly affordable school, immersion learning experiences, those things are really the staples of what we do in admissions, we just talk about those over and over again.

**13:10 Pak:** Do you ever refer, I don't know if they ask about the Latino community within campus.

Adam: Yeah, yeah, we'll talk about the Latino student union, multicultural center, other student organizations that are out of the multicultural center and those sort of things, so yeah theres a set list of things that we pretty much go through and it's the same thing we do to everybody.

**13:41** Real quick I can spit these out, what time do you guys have to leave? Right now, yeah?

Pak: Two more minutes.

Adam: So what strategies does your office use to recruit more Hispanic students? Attend college fairs by Hispanic organizations, I got one just this morning for one that's in Indianapolis its gonna be at arsenal tech on March 22. Recruit in areas with high Hispanic populations like the east coast, southern Florida, Texas.

**14:10** Are there specific scholarships for Hispanic students that come to Ball State? Um, national Hispanic scholars I don't know if you guys have heard of that, its kind of a merit scholarship. Theres 3300 national Hispanic scholars each year we send letters out to basically tell them that if they apply to the university they get room, board, and tuition completely covered and then the academic recognition award and so that's pretty much everything.

**14:40** Pak: Any last question?

**14:46** Michelle: What about number 10?

Adam: Number 10, what efforts, that's ah, what efforts does Ball State utilize to retain its Hispanic students. Ok, retention, theres really only two kinds of retention, the first kind I call gatekeeper retention, the other one is corral retention ok. Corral means once you're in the university what do you do, so you set up programs like multicultural center and you have Hispanic, or Latino student unions and you have things like that. So that's one method and the learning center and tutors and supplemental instruction and all these things are ways that we keep students at Ball State. But then theres the gatekeeper method which a lot of schools are shifting to because its proven to be more effective which is essentially, increase your admissions standards and you will only admit people who can survive those four years. So only admit people who can make it there for four years and then you don't have this huge number drop.

**15:50** Jessica: How do you feel about the current diversity on our campus?

Adam: How do I feel about it? I wish there were more for sure. To be honest, this is just me being a student, to be honest, deep down I wonder how in the world we are ever going to get to a number we are satisfied with. Because we are in the middle of white, sort of rural Indiana and I feel like people come here on the visit, and if the visits the thing that really sells you, walk around, oh white people, white people, white people, white people, and I don't know if people are going to be real comfortable with that. And that's sort of what I think, because you can see it on the commercials even, lets say we put a bunch of diverse faces on the commercials and you get here and if it doenst measure up to what the reality of the situation is, I don't know if its gonna work.

**16:40** Griffin: That's basically what we saw on our visit here, but that's what our high school was like so it wasn't like that jarring, but its like, op white people again.

**16:54** Pak: If you come from families of lower socioeconomic backgrounds, the neighborhoods that you would come from would include schools with more diverse backgrounds. That sense of belonging sometimes may be an issue and also with accessibility of high school counselors is a big issue. Even at the level of professorship,

you know mentoring, the mainstream faculty members they are very quick to ask, these are my rights . . .

**Adam Winn 4**

**0:00** Pak: . . . whereas research shows that minority faculty are often hesitant to ask for mentoring, for guidance because they don't feel entitled to receive extra help. And from my anecdotal experience the few Hispanic students I had to fish them and tell them you come to my office, how come you are getting this grade when I know you can be getting this? They say, well I don't want to bother you. So, they come and really? Do you normally see any of your professors? Well, they're all busy. Its your right.

**0:43** You know how us honors college kids are, we know that we already know everything. If we don't know something it must be impossible.

**0:52** Pak: Muchas gracias.

Adam: De nada.

Pak: So now that you know adam personally he is our balanca so any information for our video we know who to contact first.

Adam: That's right, give me a call, 5604 . . . I have an office, I am so grown up now. I have a secretary, its crazy.